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ABSTRACT

A report is presented on the joint evaluation session of intensive overseas language programs. The evaluation session was attended by representatives of the following federally-funded programs: American Institute of Indian Studies, Berkeley Urdu Language Program in Pakistan, Center for Arabic Study Abroad (Cairo), Cooperative Russian Language Program at Leningrad State University, Indonesian Language Abroad, Inter-University Center for Japanese Language Studies in Tokyo, and Inter-University Program for Chinese Language Studies in Taipei. The goals of the session were: (1) to share more broadly the rationale, experiences, methods, and problems of each of the participating groups; (2) to develop a mechanism which would lead to a continuing dialogue among the programs for the maximum dissemination and sharing of exemplary practices; (3) to discuss the development of a common procedure for student pre-testing and post-testing as well as teacher and general program evaluation; and (4) to prepare a report of the session to increase awareness of the programs in the foreign language and areas studies communities at home. Detailed accounts of the curriculum, student selection procedures, administrative organization, and background of the different programs are provided. Recommendations of the 12 study groups and suggestions concerning the effective administration of foreign language centers are offered. Two short reports and data are appended. (SW)

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REPORT ON THE

JOINT EVALUATION SESSION OF INTENSIVE OVERSEAS LANGUAGE PROGRAMS

CAIRO, ARAB REPUBLIC OF EGYPT

JUNE 19-23, 1978

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REPORT ON THE
JOINT EVALUATION SESSION OF INTENSIVE LANGUAGE PROGRAMS
HELD IN CAIRO, ARAB REPUBLIC OF EGYPT
19th-23rd JUNE 1978

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1. BACKGROUND

i) The Growth of Foreign Language Training Programs

Under the authorities of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays) and the Agricultural Trade Development and Assistance Act of 1954, the International Studies Branch of the U.S. Office of Education administers the Group Projects Abroad Programs which in part provided assistance to U.S. institutions of higher education or consortia of such institutions for the establishment and maintenance of advanced intensive language training centers abroad in selected languages countries and regions of high priority.

This category of support was first initiated in 1967 with assistance to the Center for Arabic Study Abroad (CASA) for the study of Arabic and the American Institute of Indian Studies (AIIS) for the study of Hindi-Urdu, Bengali, Marathi, and Tamil. Later several other programs were added, most of which participated in this Joint Evaluation Session.

Section 102 (b) (6) of the Fulbright Act was transferred to the Department of Health, Education, and Welfare in 1962 by executive order since it complemented the programmatic activities under the National Defense Education Act (NDEA) and provided an important overseas extension to those ongoing programs.

Programs for foreign language and area studies funded under NDEA have four major purposes: (1) Increase the nation's manpower pool of trained specialists in foreign language area studies and world affairs; (2) provide in-service training to upgrade and update the professional knowledge and skills of existing specialists in foreign language, area studies, and world affairs; (3) produce new knowledge about other nations and cultures, particularly those of the non-Western world, through research and development; and (4) develop improved curricula and effective instructional materials in foreign languages, area studies, and world affairs needed by education, government, and business.

To accomplish these goals grants are made to higher education institutions to establish foreign language and area studies centers; incentive fellowships are offered to graduate students to encourage such study especially in the uncommonly taught languages of the non-Western world; and research support aids in the development of much-needed tools of access for the study of such languages.

The advanced Intensive Language Training Centers Abroad provide the opportunity for students in foreign languages and Area Studies to top-off their language training by study at such programs during the Summer or the Academic Year or both. As such these overseas programs are viewed as an essential part of a long-range domestic program of study which is capable of leading selected students to an advanced knowledge of a foreign language with crucial in-country experience during their academic study, thereby providing them with necessary research tools prior to dissertation work.

ii) The Cairo Joint Evaluation Session

The need for an opportunity for exchange of experience was felt as far back as 1974, but it was not until 1978 that such hopes could be realized, with the encouragement and support of Dr. Richard T. Thompson. A proposal was submitted for such an evaluation session by Dr. Ernest McCarus, stateside Director of the Center for Arabic Study Abroad (CASA), in Spring 1978, and the proposal was approved as an addendum to the 1978-79 budget.

This first Joint Evaluation Session of Intensive Overseas Language Programs was held at the American University in Cairo (AUC), 19-23 June, 1978. There was detailed planning for the session in early May between the stateside Director of CASA and the Executive Director, Dr. J.O. Hunwick, when the former was in Cairo, and actual preparations occupied a considerable portion of the Executive Director's time and energy from then until the session was over.

Throughout the period of preparation and during the session, the administration of the American University in Cairo gave its whole-hearted support and encouragement. Special thanks go to the AUC President Dr. Richard Pedersen for his active interest, reflected especially in his address to participants at the opening meeting and the dinner at his house for all those associated with the Joint Evaluation Session. We acknowledge also the warm interest shown in the work of this Session by Dr. Thomas Lamont, Dean of the Faculties of the American University in Cairo.

The tasks of drafting the introductions to each section and editing and compiling the Report as a whole were shared by Ernest McCarus and John Hunwick. They wish to express here their grateful thanks to the following: Mary Morrison, stateside Program Assistant of CASA, for [illegible] typing and other secretarial assistance; Dr. John Swanson, Assistant to the Executive Director of CASA, who helped prepare statistical information; Mr. Antoine Wassili, Senior Secretary in the Center for Arabic Studies, who took a large share of the preparatory and final typing. Sincere thanks also go to Miss Nevine Labib, Office Assistant of the CAS who was attached to CASA for the period 12-22 June and who undertook a wide variety of tasks which contributed to the smooth running of the session. We are grateful to Dr. Marsden Jones, Director of CAS, for releasing her and Mr. Wassili to work for the Evaluation Session and for all the other help and encouragement which he gave.

2. SUMMARY AND AGENDA

The Evaluation Session was attended by representatives of the following federally-funded programs:

1. American Institute of Indian Studies
2. Berkeley Urdu Language Program in Pakistan
3. Center for Arabic Study Abroad (Cairo)
4. Cooperative Russian Language Program at Leningrad State University
5. Indonesian Language Abroad
6. Inter-University Center for Japanese Language Studies in Tokyo
7. Inter-University Program for Chinese Language Studies in Taipei.

The goals of the Session were (1) to share more broadly the rationale, experiences, methods, and problems of each of the participating groups; (2) to develop a mechanism which would lead to a continuing dialogue among the programs for the maximum dissemination and sharing of exemplary practices; (3) to discuss the development of a common procedure for student pre- and post-testing as well as teacher and general program evaluation; and (4) to prepare a report of the Session which will help to increase awareness of the programs in the foreign language and area studies communities at home. A listing of all participants and their affiliations as well as a detailed outline of the agenda are given in Section 2.

During the Joint Evaluation Session the participants presented detailed accounts of the curriculum, student selection procedures, administrative organization, background, problems and achievements, and other pertinent aspects of their respective programs, followed in each instance by general discussion. These accounts constitute Section 3 of this report. There were also brief presentations during the session by Dr. C. Edward Scebold, Executive Secretary of the American Council of Teachers of Foreign Languages and by Dr. Richard T. Thompson, Director of the Office of Education's International Studies Branch. The participants then formed twelve Study Groups of three or four persons each, each Study Group devoting itself to a particular area of concern for intensive overseas language instruction. A period of time was set aside for each group to define its area of concern or its problem, probe the pertinent aspects of it, and suggest recommendations. Each group then reported its deliberations in plenary session, made revisions on the basis of the ensuing discussions, and later presented a revised, edited, final report. These typed final reports were then reviewed once more in plenary session and submitted for approval by a show of hands. In every vote there was unanimous approval.

The full reports with recommendations of the twelve Study Groups constitute Section 4 of this report.

In addition to the recommendations which emerged from the Study Groups and which were specific to the effective administration of foreign language centers, a number of general recommendations of relevance to the foreign language profession at large were also proposed and discussed, and were all adopted unanimously. They follow:

1. We recommend the establishment of a consortium of the programs represented at the Joint Evaluation Session, such consortium to be an on-going body representing these overseas language programs before the various agencies.

   It was recommended that as a first step there should be created an Interim Committee made up of one representative from each of the seven participating programs; that members of the Interim Committee would seek immediate ratification of it from their governing boards; and that the governing boards should appoint permanent delegates to the new committee.

2. We recommend that the Interim Committee or its successor make a presentation on intensive overseas programs in the Uncommonly Taught Languages to the President's Commission on Foreign Language and International Studies.

3. We urge the various US federal funding agencies to meet to plan for on-going support of intensive overseas language centers, and that this be done in conjunction with private foundations and companies interested in international studies such as the Ford Foundation, Carnegie Foundation, Exxon, Chase Manhattan Bank, etc., as well as representatives of the Interim Committee on Intensive Overseas Language Programs or its successor.

4. In order to facilitate more effective planning and operation, we urge the US Office of Education to make awards to group study abroad programs on the basis of a three-year cycle.

5. We endorse the spirit and principles of the MLA Task Force Number Three on the Less commonly Taught Languages* as further elaborated in the reports of the Study Groups of the Joint Evaluation Session.

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*Reproduced in this Report as Appendix III

AGENDA FOR THE JOINT EVALUATION SESSION

MONDAY, June 19, 1978

8:30 - 9:30 a.m.	Welcome, Introduction and Orientation (Oriental Hall) Speakers: Dr. Ernest N. McCarus, Director, Center for Arabic Study Abroad, and Chairman, Orientation Session Dr. Richard Pedersen, President, American University in Cairo Dean Thomas A. Lamont, Dean of Faculties, American University in Cairo Dr. Marsden Jones, Chairman, Center for Arabic Studies, American University in Cairo, and Co-Director, Center for Arabic Study Abroad Dr. Richard Thompson, Director, International Studies Branch, Office of Education, Department of Health, Education and Welfare Dr. C. Edward Scebold, Executive Director, American Council on the Teaching of Foreign Languages Dr. John O. Hunwick, Executive Director, Center for Arabic Study Abroad
9:30 - 11:30 a.m.	CASA Program Presentation (Oriental Hall)
11:00 - 11:30 a.m.	Coffee Break (Oriental Hall)
11:30 - 12:00 noon	CASA Class visits (live)
12:00 - 1:00 p.m.	CASA Video-Taped Classes, with Dr. Ahmed Hassanein and Mrs. Mona Kamel of the CASA faculty (Room 260)
1:00 - 2:30 p.m.	Lunch (Oriental Hall)
2:30 - 3:45 p.m.	Taipei Program Presentation (Blue Room)
3:45 - 4:00 p.m.	Tea Break
4:00 - 5:15 p.m.	Tokyo Program Presentation (Blue Room)

TUESDAY, June 20, 1978*

8:30 - 9:20 a.m.	Tokyo Program Presentation--conclusion
9:20 - 10:30 a.m.	India Program Presentation
10:30 - 11:00 a.m.	Pakistan Program Presentation
11:00 - 11:15 a.m.	Coffee Break
11:15 - 11:45 a.m.	Pakistan Program Presentation
11:45 - 1:00 p.m.	Indonesia Program Presentation
1:00 - 2:30 p.m.	Lunch (Oriental Hall)
2:30 - 4:00 p.m.	Leningrad Program Presentation
4:00 - 4:15 p.m.	Tea Break
4:15 - 5:00 p.m.	Comments by Dr. Edward Scebold
8:00 p.m.	Buffet dinner at the AUC President's Apartment overlooking the Nile

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*All meetings in the Blue Room unless otherwise specified.

WEDNESDAY, June 21, 1978

8:30 a.m. - 11:00 a.m.	Study Group work session and Preparation of reports
11:00 a.m. - 11:15 a.m.	Coffee Break

STUDY GROUP REPORTS

11: 15 a.m.	Group 1. Articulation
12: 00 p.m.	Group 2. Class Size
1:00 - 2:30 p.m.	Lunch (Oriental Hall)
2:30 p.m.	Group 3. Optimal Use of Environment
3:00 p.m.	Group 4. Evaluation
3:30 p.m.	Group 5. Future Relations among the Program
4:00 p.m. - 4:15 p.m.	Tea Break
4:15 p.m.	Group 6. Funding

THURSDAY, June 23, 1978

9:00 a.m.	Group 7. Special Programs
10:00 a.m.	Group 8. Consortium Matters
10:55 a.m.	Group 9. Curriculum Matters
11:00 - 11:15 a.m.	Coffee Break
11:15 a.m.	Group 10. Diglossia
12:00 p.m.	Group 11. Hardware and Software
1:00 p.m. - 2:30 p.m.	Lunch (Oriental Hall)
2:30 p.m.	Study group work session: Final revision of reports
3:00 p.m.	Plenary session: ratification of revised study group reports
4:00 p.m.	Comments by Dr. Richard Thompson
4:30 p.m.	Plenary Session: ratification of general recommendations
5:15 p.m.	End of Joint Evaluation Session
7:00 p.m. - 9:00 p.m.	Meeting of Interim Committee on Intensive Overseas Language Centers (Tonsi Hotel)

3. PRESENTATIONS

Within this section are included firstly the presentations made by each program represented at the Joint Evaluation Session. They are produced here as received from the representatives of the programs with no further editing. In some cases the drafters of these reports were identified on the documents while in others they were not. It has therefore been thought best to leave all reports unattributed. It may be assumed that they are the work of the chief administrator of each program in collaboration with his associate administrators.

The program presentations are followed by two others of a different nature. As may be seen from the Agenda, both Mr. Edward Scebold and Dr. Richard Thompson offered comments arising from their own specialized knowledge and experience at scheduled points during the session. These were not formal presentations but, along with all other oral contributions they were recorded. A digest of their remarks was then prepared and sent to each of them for comment and revision. It is these versions which appear below.

1) THE CENTER FOR ARABIC STUDY ABROAD (CASA)

We shall first sketch the origins and development of the CASA program, bringing it up to the present time. We shall then deal in more detail with the current operation of the CASA Summer Institute and Academic Year Program.

I. Origins and Development

The spiritual origins of the Center for Arabic Study Abroad (CASA) go back to 1964 when Frederick J. Cox of Portland State University (then Portland State College) and Marsden Jones of the American University in Cairo (AUC) co-directed a Summer Institute here at the AUC--a program for 31 trainees who studied Arabic language and area studies; there was also a cultural component to the program, including visits to contemporary and ancient monuments and institutions. The trainees were recruited primarily from the US Northwest and the program was supported by PL480 funds.

There was soon felt a strong need for a program of national scope which would be devoted exclusively to language study and which would encompass the academic year as well as the summer. In January 1966 the ACLS-SSRC Joint Committee on the Near East formally recommended such a program for graduate level students, to be backed by a consortium of six to eight major US universities. After a site survey covering Tunis, Cairo, and Beirut, Cairo was chosen, not only because of the existence of PL480 monies but because Cairo is the cultural and political center of the Arab world (and probably not too far from the geographical center either, for that matter). An especially attractive feature was the existence of the American University in Cairo and its already available administrative and physical structure, not to mention its own well-established program in Arabic and Islamic studies. AUC proved willing to house CASA, and in the spring of 1967 there came into being the CASA Consortium consisting of the American University in Cairo, Portland State College and the universities of California at Berkeley, California at Los Angeles, Chicago, Harvard, Michigan and Princeton. The University of California at Berkeley was chosen to administer the project with William Brinner as Director. Committees were constituted to plan the objectives, the curriculum, and the administrative structure of CASA. The US Office of Education then awarded Berkeley Egyptian pounds from PL480 funds as well as US dollars to initiate the program in June 1967.

As you will readily recall, war broke out in the Middle East in that June of 1967. Berkeley, showing great flexibility, regrouped and initiated the first session of CASA at Berkeley in September 1967, setting up classes on their own campus. By January 1968, they were able to move to the AUC campus in Cairo, where instruction has continued uninterrupted since.

CASA's growth in size and quality has been remarkable. The original Fellowship and Selection Committee had spaces for 15 full year and 18 or 20 summer fellows: the Committee felt, however, that there were only twelve fully qualified applicants for the full year and only named twelve fellows with three alternates. The total number of awards reached an all-time high of 60 (including both the Summer Institute and the Full Year Program) in 1971-1972. The annual number of fellows has averaged 44 since then, with a yearly average of around 110 applications. This year (1978-1979) we have 21 Summer Institute fellows and 20 Full Year fellows, a total of 41.

To complete this introductory history, it should be noted that the stateside direction of CASA was transferred from Berkeley to the University of Michigan in June, 1974. A diagram illustrating our current organizational set-up is given in Attachment A. Attachment B is a listing of all CASA directors, co-directors and executive directors, plus a listing of the number of CASA fellows by year.

II. CASA's Relationship to the AUC

The CASA Program, while academically independent, is administratively attached to the Language Unit (ALU) of the Center for Arabic Studies (CAS) at the American University in Cairo. The Director of CAS functions as Co-Director of CASA while the Executive Director of CASA is at the same time director of the ALU. He is aided in both functions by an Assistant--currently Dr. John Swanson, a former CASA fellow. The ALU gives intensive full-time courses in Modern Standard and Egyptian Colloquial Arabic, of one year's duration, either at the Elementary (first year) or Intermediate (second year) level with a Summer School in-between. Its goals, and even its methods, are to a large extent comparable to those of CASA, and a few of its best students have a level of competence in their second year close to that of CASA students. The two programs not only share the same director, they share many of the same instructors. Both have a common administrative staff and both benefit from the excellent material and human support which AUC provides. Though some CASA students have criticised the protected "American" atmosphere of AUC as detrimental to their progress in Arabic, the support which AUC provides so much eases students' lives that they have more time and energy available for study than would be the case if the institutional link were not there. Theirs is the option to remain in the "American" atmosphere or to explore the wider Egyptian world.

III. Current State of the Program

A. Format

CASA runs both a Summer and a Full Year program. All students who attend the academic full-year program attend first the Summer Program which precedes it. The Summer Program runs for eight weeks, from approximately mid-June to the end of the first week of August. Students who are on the Full Year program then have a "language break" of about seven weeks until the last week of September when registration begins for the winter semester. Students are advised to take this opportunity to travel either within Egypt or in other Arabic-speaking countries and to view the period as a continuing part of the language-learning process. Full Year students then take two semesters which, in general, follow the timing of the American University semesters. There are a number of short breaks for Muslim, Christian, and National holidays and a longer inter-semester break from late January to mid-February. The second semester runs until the third week in May, when final examinations are held. When these are over, students have about ten days to settle their affairs in Egypt or to travel if they wish, before joining the group charter back to the United States on the last day of May.

B. The Selection Process

Every year in March a Selection Committee meets at the stateside center of the CASA Program to rank in order of merit the applicants for CASA fellowships for both the Summer and the Full Year Programs. The Committee consists of the stateside Director of CASA, the Executive Director from Cairo with one of the Senior Arabic Language Teachers, and three other members representing the CASA Consortium, appointed by the Governing Council at its meeting the previous November. The Chairman of the Center for Arabic Studies of the American University also attends in his capacity as Co-Director of CASA. The Committee has before it the results of a Proficiency Test in Modern Standard Arabic devised at CASA, Cairo (and changed annually); information sheets and transcripts on the academic standing, career goals and present objectives of each applicant; a medical report prepared by an MD, and recommendations from three persons who have taught or had other close academic contact with the applicant in recent years. As well as evaluating academic suitability, referees are asked to express their views on the applicant's suitability, physically and emotionally, to undertake a year of intensive study in the Middle East.

The Proficiency Test, which is sat at individual universities throughout the United States and at some centers abroad on the same day and the same hour, consists of four elements: 1) an objective section which carries 40 per cent of the total marks and consists of multiple choice questions on grammar and syntax of the written language; 2) a passage for comprehension on which questions are then asked; 3) two pieces in different styles to be chosen from four, for translation into Arabic; 4) an Arabic essay on a topic chosen from a given list.

The academic suitability of applicants is obviously a primary concern of the Committee, but there are other factors which are also given due weight in the selection process. Important among these are the career goals of the applicant and whether the year for which the applicant is seeking a fellowship is the most suitable in relation to these goals. Since the chief objective of the program is to improve the quality of American education, the Committee looks first and foremost for applicants who have career objectives in education. Fellows selected for the Full Year are normally graduates who are well ahead with course work for either an MA or a PhD and whose commitment to Arabic or Arabic-related studies has already been demonstrated. A firm sense of commitment is also looked for in summer students, but here undergraduates of exceptional promise and dedication are admitted. As indicated above, physical and emotional suitability is also taken into consideration. It is important to choose students who can stand the heat, dust and noise of Cairo in summer, and are emotionally mature enough to make the adjustment to living for a long period within a society radically different from their own,(if the number of "drop-outs" is to be minimized.) Students who have already done a CASA Summer Program are eligible for consideration for a full-year program in another year, but students cannot repeat the CASA Summer Program alone; neither can students who have previously been given summer fellowships to attend the Tunis program be considered for the CASA Summer Program, unless their studies specifically require acquisition of the two dialects.

The number of students who can be offered either Summer of Full Year Fellowships varies from year to year according to the budget granted. Since this is not known with any certainty until after the Selection Committee meets, and since some students will reject the offer of a fellowship or drop out before the program begins, a reserve list in ranked order is drawn up for both Summer and Full Year Fellows by the Selection Committee to avoid the necessity of ad-hoc decisions.

Our selection process has worked well on the academic side; indeed, an important factor in the success of CASA has been the high calibre of its student body. We are unable, however, to gauge emotional maturity or stability with any great accuracy. We have tried in the past such devices as interviews by individual faculty members at the home institution; interviews by faculty committees à la Fulbright; and letters of appraisal from department chairmen. All such interviews and appraisals are invariably favorable, and so have proved less than helpful in predicting any kind of emotional or other non-academic problems such as lack of seriousness of purpose. This is not really a serious problem, since in CASA's eleven years there have been remarkably few real problems of such types; nevertheless, we would like to eliminate entirely any such possibilities for the future.

C. The Summer Program

As earlier mentioned, the Summer Program caters both for students who will stay on for the full year and for those who will return to the United States after the eight-week program. Thus, while for some it is to be the prelude to a year of intensive study, for others it has to be a valid educational entity in its own right. Nor is this the only problem faced by those who plan the Summer programs. Students will come into the program with varying degrees of experience of spoken Arabic, and there will also be a range of capabilities in regard to written Arabic. Some students may have already studied Egyptian Colloquial Arabic for up to a year and a few Full Year students may have done a previous CASA Summer Program. Others may have studied another dialect of Arabic, either in the United States or, typically, on the Tunis Summer Program. Many, however, will have had no exposure to spoken Arabic at all.

Though it would be ideal to give students the right to decide the type of course they wished to follow in the summer, it has been found necessary to restrict this freedom of choice somewhat, so as to produce a program which is administratively workable and which will fulfill certain fundamental criteria. A basic rationale for holding a Summer Program in Cairo is that it gives students the opportunity, inevitably denied to them in the States, to use the language in a living social context. They will have the chance to be taught in the medium of Arabic by native speakers and to use their Arabic in daily situations with people from all walks of life. For the summer students this opportunity is unique; for the Full Year students the summer provides the essential opportunity to lay a sound foundation for a year of work in which the spoken element is bound to play an important role, even if a student's interests are very academic and "classical."

With these considerations in mind, the program's administrators have, over the past two years, developed a two-track system: Track I allows for a concentration in which approximately 75 per cent of time is spent on Colloquial Arabic, whereas Track II devotes about 40 per cent of time to it. Students following Track I offer one elective subject--the choice being between Broadcast Arabic and Tajwīd (Quranic recitation). The rationale here is that these are the two most widely encountered forms of oral Arabic outside of normal discourse and both have an influence on the language of daily speech. Arabic is afflicted rather severly by a condition common to most languages of Asia: diglossia. Thus, all educated Arabs across the Arab world write the same kind of Arabic, and use essentially the same brand of learned or "school" Arabic on formal occasions. They grow up speaking colloquial, but learn the literary in school. The colloquial, or dialect, which varies considerably by region and by socio-economic class, is used for most everyday situations involving oral give-and-take. The colloquial in the market place, the literary on the platform. Thus, if these sessions were being held in Arabic, this paper would be delivered in literary Arabic; in chatting at a coffee break, however, we would use our own particular colloquial dialects. In the classroom, most professors use the colloquial, but many prefer the literary and stick to it. In actual speech the Arab uses any of an infinte variety of mixes of the two kinds of Arabic, depending on the overall social context; the more technical the subject, or the more formal the situation, the greater the proportion of literary. How this operates is an area of great research interest in Arabic sociolinguistics today.

Track II students may take two elective subjects chosen from a range which typically includes Broadcast Arabic, Arabic of the News Media, Readings in Modern Arabic Literature, History of the Modern Arab World and Special Issues in the Arab Economy. In theory, choice of track is open to the student; however, in accordance with the principles enunciated above, we insist that all students who have no previous exposure to dialectal Arabic and all Full Year students who have no experience specifically in Egyptian Colloquial Arabic must follow Track I with colloquial concentration.

By setting up the Track system and by then grouping students within their track according to experience, we are able to satisfy a number of objectives:

1. to provide a grounding in Egyptian Colloquial Arabic for those who do not already have it;
2. to enhance rapidly the level of understanding and ability to communicate in Egyptian Colloquial Arabic of those who already have an exposure to it;
3. to enhance students' abilities in Modern Standard (written) Arabic, with special emphasis on functional or everyday skills such as reading newspapers, listening to the radio or following a talk in Arabic;
4. to provide, for the most advanced students, a few courses with some academic content, given in Arabic and related to the modern Middle East.

A further objective of the program is to enhance understanding of Arab (and especially Egyptian) society, its history and culture and its present problems. This is achieved in a broad fashion by the teaching materials used in the language courses and, in a more specific fashion by a series of weekly lectures in Arabic. These latter cover such topics as the press and the audio-visual media, Egypt's role in the Arab and African worlds, social problems in contemporary Egypt, the Egyptian economy and the "open door" policy, and the Arabic language in Modern Egypt. These lectures, each lasting about half an hour, are given in Modern Standard Arabic (as used typically on the radio and in formal talks and speeches). They are followed up by giving students another chance to listen to them on tape and to discuss them in special sessions. In addition to work towards this objective within the language-learning side of the program, there is an extensive Cultural Program of a more related nature which includes weekly lectures in English, visits to places of historical and cultural interest in and around Cairo, Egyptian films, walking tours of Old Cairo, a day trip to the Suez Canal, and a long weekend in Alexandria towards the end of the summer.

The Summer Program, as will already be evident, presents many special problems, and adjustments are constantly being made to our approach in an effort to fulfill our goals more completely. One particular problem to which special attention is being paid is the approach to be made to teaching Colloquial Arabic to students who already have a fair knowledge of the written language. So far, all systems for teaching the colloquial language have tended to assume that the student has no knowledge of the language whatsoever. There are, of course, considerable morphological, syntactical, and lexical differences between any form of dialectal Arabic and the written Arabic ("Classical" or "Modern"). On the other hand, we must not lose sight of the fact that dialectal and written forms are all aspects of one and the same language. In the past, students seem to have acquired the impression of a more or less total dichotomy between the written and spoken and they have thus tended to treat spoken Arabic as if it were a new and different language. The method adopted this summer, involving a selective use of two textbooks, attempts to provide in the first three weeks (i.e., about 55 contact hours for Track I) a rapid review of the key features (phonological, morphological, and syntactical) of Egyptian Colloquial Arabic, comparing it and contrasting it with the written language. The second half of the Program is devoted to reinforcing this knowledge and building up vocabulary through drills, conversations, use of audio-visual programs when possible (including video-taping of class sessions), visits to shops, museums, markets, etc., and a variety of other classroom, lab, and extra-mural techniques.

Students who already have some background in Egyptian Colloquial Arabic spend most of their time working with colloquial texts. Some of these have been specially prepared for language teaching while others consist of Egyptian stage and TV plays and other media presentations in colloquial Arabic. At the present moment there is a very real lack of stimulating and, at the same time, structured materials for teaching Egyptian Colloquial Arabic. The problem is to be tackled by CASA over the coming three years in a special project undertaken jointly with the American Association of Teachers of Arabic and funded by the US Office of Education to produce a graded series of audio-visual presentations to support normal classroom work. The productions, recorded on film or video-tape, will cover the whole range of the language learning process from simple situational dialogues to short plays and documentaries.

Finally, there are a number of other practices which should be mentioned in connection with the Summer Program which contribute to its success. Firstly, class size is kept as low as possible within the limits of our budget and the availability of trained teachers. This year, for colloquial programs, the average class size will be six students. In Track I, groups are made up according to experience in Egyptian colloquial Arabic; in the case of those who know none, division is made according to ability in written Arabic. Secondly, a tutorial system is being developed in which each student spends half an hour a week with his chief instructor discussing in Arabic on a one-to-one basis any aspect of the program, academic or personal, on which he needs guidance. The time may also be used for conversation on topics of special interest to the student concerned. Thirdly, each group appoints one of its members as representative on a Consultative Committee which meets weekly with the Director and his assistant to discuss matters related to the effectiveness of the teaching program and any administrative problems arising out of the conditions of living and working in Cairo. Further feedback on the program is provided at the end by evaluations which the students complete and by the reports on students' work submitted by teachers. Continuous assessment of students' progress is maintained by frequent quizzes and by two major tests during the program (at the end of the third and sixth weeks) and a final test and grading during the last week.

D. The Full Year Program

1. Goals

The goal of the CASA program as a whole is to raise students' competence in handling the Arabic language to a point where they can compete on an equal footing with their Egyptian peers in university courses. This means that they should be able to follow lectures given in Arabic (whether "Classical" or "Colloquial" or any admixture of both), read extensively in Arabic on a wide range of subjects, take part in class discussions and emobdy the fruits of research in term papers written in Arabic. The goal defined above is not, it may be observed, related to "real" objectives in that almost no CASA student has the aim of taking either an undergraduate or a postgraduate degree in an Egyptian or other Arab university. What it represents, rather, is a yardstick of competence in comprehending and making use of Arabic, a way of measuring the ability of students to use Arabic for the many and diverse career objectives they have in view. For both practical and psychological reasons a precise goal must be set, but it is the path towards the goal which is important. As the proverb says: "It is better to travel hopefully than to arrive."

2. The First Semester

The first semester, which runs from the end of September until the end of January, is designed to prepare students for the work of the second semester in which they will spend the greater part of their time taking academic courses in Arabic in their fields of interest. The work of the first semester may be considered under five headings: spoken Arabic, rapid reading, writing, lecture attendance and introduction to specialized fields.

All students continue work in spoken Arabic for six hours per week. Depending on their acquaintance with the Egyptian dialect when they entered CASA and on their progress during the Summer Program, they may need further work on morphology and syntax, though by this stage even those who began dialect work in the summer should be able to spend a good part of their time on a more sophisticated level reading and discussing colloquial plays and attending theater performances; viewing TV productions; listening to, and discussing with, outside speakers from many varied walks of life; and giving class presentations of their own on topics of their own choice. For those students who need remedial work on structures, up to two hours per week of lab work may be provided. Although good lab facilities exist and there are recorded drills for both the textbooks currently being used* lab work is not made a fetish. In the circumstances under which we operate, the whole of Cairo is a lab and students are encouraged to get out of the four walls of the University and talk with Egyptians at large. The mechanical drills of the lab are only a substitute--though an efficient and programmed substitute--for real speech situations. They can be best used to correct specific weaknesses or faults in speech and should therefore be used selectively.

More effective, as a support for classroom work, is the use of audio-visual programs, specifically film or videotape productions. One use which is made of videotape is to record part of a class session, especially a discussion or a presentation by a student. This can then be shown again and discussed, and faults analysed. It is also good for class and individual morale to re-show the recording a couple of months or so later so that students can realize the progress they have made in the interim. At present there is a great lack of audio-visual productions suitable for training non-native speakers in the Egyptian dialect. CASA teachers have, over the years, made video recordings of real-life situations in Cairo and have selected TV programs for showing. Though many of these have proved useful and stimulating, those who made them would be the first to admit that they do not, in any sense, constitute a programmed audio-visual approach to learning Egyptian Arabic. It is hoped that this gap in what we consider as essential teaching materials will be filled over the coming few years as the OE-supported project mentioned earlier comes to fruition and a series of video-tape productions based on the systematic introduction of structures and vocabulary is built up.

The second pillar of work in the first semester is the course in rapid reading. This is closely related to the course in writing and is normally given by the same teacher. The readings have typically consisted of modern short stories or novels and

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*Maurice Salib, The Spoken Arabic of Cairo, revised edition, American University in Cairo, 1978.
Ernest T. Abdel-Massih, Introduction to Egyptian Arabic, revised edition, Ann Arbor, Michigan, 1978.

over the semester the student gets through a little over 2,000 pages on average; that is, weekly he reads about 150 pages or the equivalent of a rather short novel. To achieve such a pace in reading the student is forced to abandon one of the habits he will typically have grown up with in Arabic--checking every unfamiliar word in the dictionary. He will have to read on, guess the meaning from the context, or define it in his own mind from its repeated use in different contexts. It is for this reason that fiction is chosen as the vehicle for training in rapid reading, since interest can be maintained through a story even when some parts are not clearly understood at first; additionally, the vocabulary and structure range is wide and comprehension is not inhibited by technical terms. The reading is all done at home and the class hours are devoted to discussing the material read and working over difficult or idiomatic expressions. The vocabulary, the constructions, and the idioms learned from the extensive reading can then be used by the student in his writing. Here again the student has to undertake the important preparatory work on his own, writing an essay every week on a topic assigned by the teacher or on a topic chosen by himself and agreed upon with his teacher. The class hours are then used to go over the essays and to discuss both individual and widely-shared writing problems. Both the Reading and the Writing classes are held in Arabic, but this time in Modern Standard Arabic, the form of Arabic used in the novels read and in most other forms of writing and public speech in the contemporary Arab world.

Naturally, the student's command of the written language may differ quite appreciably from his command of the Egyptian colloquial form. Some students, for example, have very good backgrounds in "Classical" or "Modern Standard" Arabic before coming to CASA, but have to start their study of the dialect here in Cairo. In recognition of the differing levels which a single student may have in the two forms, the class schedule is drawn up in such a way that a student may be in one group for colloquial and another for written Arabic. At the same time, since a student may be misplaced or may suddenly make very rapid progress, allowance is made for a student to move from one group to another on the recommendation of his teachers.

The third pillar of work, attendance at lectures, helps to build up a technique of listening to Arabic material on a wide range of topics without previous preparation and of making notes on such material. Every week an outside lecturer is invited to come and talk to the entire CASA group on a topic of his or her own choosing. Most of these are professors in other universities or figures in public life. The type of Arabic they use may vary from the high Classical to the semi-colloquial, which is an accurate reflection of the lecture-room situation in Egyptian universities. During the lecture, students make notes--in Arabic if possible or in English. After the lecture there is usually fifteen minutes for discussion. The lecture can then be heard again in the lab and a cassette version is available for loan. A further discussion session is held with the instructor in charge of the course and students are asked to answer in writing or in oral class presentation a series of questions on the lecture.

The fourth aspect of the first semester's work is introducing students to academic work through the medium of Arabic in their own fields of specialization. A number of two-hour-a-week elective subjects are offered and, in the past year, students have been permitted to select two of these, i.e., about one fifth of their workload. Among the electives offered in 1977-1978 were Modern Arabic Literature, Readings in Historical Texts, Readings in the Qur'ān and Hadīth, Modern Arab Thought, Aspects of the Egyptian Economy, Egyptian Print Media, and Broadcast Arabic. Except for the latter two, each course has its basis in lectures and discussions. Classes are generally very small (with a minimum permitted enrollment of three) so that they can virtually be conducted as seminars. Emphasis is put on readings in the various fields and this aspect is reflected in some of the titles. On the language side, the electives are especially useful in introducing students to the technical terminology of their fields of interest, which are generally closely related to their graduate studies specializations. Those opting for Print Media (which includes not only daily newspapers but also weeklies and monthlies) or Broadcast Arabic concentrate exclusively on the "texts"--written or oral. Many students opt for one of these two, in order to keep closely in touch with contemporary affairs, while selecting one of the lecture/readings courses to give himself or herself scope for work in his or her own academic field.

3. The Second Semester

In the second semester, which runs from mid-February to late May, the major concentration of effort is put on electives. Students take three, three-hour electives, all of which involve extensive reading and some of which may involve field work. Several of these courses are upper level AUC undergraduate courses, and those which are specially arranged have essentially the same form and make the same demands on the student as a regular undergraduate course. It is, in effect, in this second semester that we aim to achieve the goal enunciated earlier of training a student to compete with his Egyptian peers in university work.

At the end of the first semester students are given a list of electives to choose from for the second semester, and for each elective there is a course description. Some of these, such as "Studies in the Qur'ān," "'Abbāsid Literature," and "Traditional Culture" are standard AUC courses. Others are peculiar to the CASA program: some of these, such as "Arabic Grammar," "Palestinian Literature," "Readings in Classical Prose," and "The Egyptian Press" are given by members of the CASA staff. Others are given by AUC staff members or by faculty from other universities. Among such courses in the past year were "Levels of Arabic in Egypt," "Modern Arab Thought" (a development of the first semester course of that title), "Islamic Art and Architecture," "Islamic Mysticism (Ṣūfism)," and "Qur'ānic Exegesis and Recitation (*tafsīr* and *tajwīd*)." The range of these courses may vary from year to year according to student interest and demand. Indeed, the program is flexible enough to allow, in favourable circumstances, for almost individualized courses of instruction to be arranged. During 1977-1978, for example, two students were anxious for a literature course which would take them into the theme of social comment and commitment and one of our CASA teachers was able to offer a seminar and readings on this topic tailored to their needs. Two students attended a course in Political Science at Cairo University as one of their electives, while another student was a highly esteemed participant in a course in Literary Criticism at Dār al-ʿUlūm University.

These latter excursions outside the walls of AUC are regarded as experimental at this stage. One hands over one's students to institutions over which one has no control with some trepidation. This year the experiment has proved successful, due to the fact that the professors giving the courses in other institutions had professional or personal links with AUC and we hope to build on this experience in coming years. The students we allowed to take such courses certainly proved to be a credit to the CASA program.

Turning now to other aspects of the work in the second semester, we shall look first at the program of spoken Arabic and then at the offerings in written Arabic. I have deliberately used the term "spoken Arabic" in this context since, by the second semester, students have essentially mastered the morphology and structure of Egyptian colloquial Arabic and have a good command of everyday vocabulary. They increasingly want to go beyond conversational and functional Arabic to be able to use their Arabic effectively for discussing and debating more serious and abstract matters. This year, for the first time, students were given the option of taking or opting out of the formal five-hour-per-week course in spoken Arabic. Those who opted out were mainly those whose command of spoken Arabic was already excellent; two were students whose fields were firmly mediaeval. Two stipulations were made for those who opted out: one was that they should take a fourth elective; the other that they should take the oral test in spoken Arabic at the end of the semester. This latter stipulation was to ensure that they kept up and, indeed, improved their command of the spoken language, and the oral test at the end did prove that they had done that.

Those who took the colloquial course did a variety of things, most of which were developments of work undertaken in the first semester, but at a more advanced level. Several visitors were invited to speak to the class and to initiate discussions, and some stimulating intellectual debates took place. It was at such times as these that students began to realize that the apparent diglossia situation is a less daunting--even a less real--one than most had supposed. Their ability to appreciate the subtle interpenetration of the so-called "classical" (fuṣḥā) and the "colloquial" (ʿāmmiyya) in different speech situations and, indeed, their ability to mainpulate the two in a single context, was greatly enhanced for the many who selected this option by participation in the innovative elective course given by Dr. ElSaid Badawi, director of the Teaching Arabic as a Foreign Language Program, on Levels of Arabic in Modern Egypt.

This entire aspect of speech training is one which should be given greater prominence in coming years and is an area on which a good deal of research still waits to be done.

Finally, during the second semester every student had to take a two-hour-per-week writing course. Those who still needed further training in structure, idiom, and fluency of style were given a remedial course in writing. Apart from its general long-range value, this course had the short-term benefit of preparing students to write term papers in Arabic for their elective courses. The more advanced students were offered a two-hour-per-week course in translation from English to Arabic. The function of this course was basically to sensitize students to the precise shades of meaning of words and to the "flavour" or particular turns of expression. One of the virtues of such translation work is that it compels the student to render certain ideas and turns of expression in his mother tongue into Arabic, unlike the free composition exercise where the student has the chance to "escape" difficulties by paraphrasing or even omitting ideas or expressions he cannot cope with. Although one wants a student to work in Arabic as if it were his native language, it does, in fact, ease a particular frustration which most students face if they know how to render some of the ideas and concepts they have imbibed from their "western" education in Arabic. To judge from both the students' comments and their test results, the course was very successful in these goals.

IV. General Considerations

A. Testing and Assessment

In common with the practice of AUC and of most American universities, the CASA program relies on a process of continuous assessment. Tests and quizzes are given throughout the semesters and a major test at the end of each semester. In computing grades equal weight is given to each of three elements: class performance, written work and quizzes during the semester, and end-of-semester tests. In the case of second semester electives, the end-of-semester test takes the form of a term paper. What we lack at the moment, (and to which thought is being given,) is a unified end-of-year written examination which would permit an unequivocal assessment of the student's progress in handling the Arabic language over the period of his CASA training.

There are other ways in which teachers can assess students' progress and in which the Director can monitor problems and progress. In the Full Year as well as in the Summer, each student has a half-hour tutorial every week with one of the full-time staff. This gives the student an opportunity for one-to-one conversation in an educational situation and allows him to raise and thrash out individual work problems. Secondly, the teachers meet regularly with the Director to discuss the program. At that time, special problems concerned with the courses are brought up and decisions on changes of class level are made. At the end of the Summer Program and at the end of the two semesters, teachers submit reports on the progress and performance of every student in every course.

B. Consultation and Evaluation

Effective channels have also been developed to enable students to express their own views about the program in all its aspects. In both the summer and the full year each group of CASA students elects a representative to a Consultative Committee which meets with the Director about three times per semester or more frequently if necessary (weekly during the Summer program). If the Director wishes to consult the students about changes in the program, for example, he may call a meeting. If students want to discuss problems of either an academic or administrative nature, they can submit an agenda to the Director and ask for a meeting to be called. In this way problems can be solved before frustrations build up and the Director can associate the students closely in the development of the program. Needless to say, the Director also sees individual students at any time to solve individual problems.

The other channel which provides feedback from the students about the program is the evaluation form which students complete at the end of semesters. They are asked to assess, on scales provided, various aspects of the content of their courses and the effectiveness of the instruction and there is a final section for general comments and suggestions. These are treated as confidential and are seen only by the Director and the teacher whose course is being evaluated. The teachers generally find these comments enlightening even when comments are critical, but CASA students are also warm in their praise. For the Director, this is another way of monitoring the program and is an especially useful exercise when new instructors or courses are being introduced to the program. At the end of the entire program, CASA fellows submit a more unrestricted assessment of their courses and the program in general.

There are two other principle forms of evaluation of the various aspects of the CASA program. First, there are site visits by groups of three or four professors of Arabic from American and English universities. Such evaluations were held in December 1969 and in March 1974. Another such evaluation is scheduled for the spring of 1979, so maintaining a five-year cycle. These have proved most valuable, leading at times to significant improvements.

A second kind of evaluation, also generating suggestions leading to program innovations, is performed by the stateside director on his annual spring visit to Cairo. This takes the form of class visits, interviews with the student body both individually and collectively, discussions with the teaching staff, and the administrative staff of CASA and AUC. Finally, Ms. Mary Morrison, the CASA Program Assistant at Michigan, serves in the summer as student counselor and has been invaluable not only in counseling students but in providing early warning of possible problem areas and in participating in their remedying.

C. Staffing

We are fortunate in the CASA program in having a small cadre of experienced and very professional full-time teachers.* They are permanent employees of AUC, appointed to the Arabic Language Unit of the Center for Arabic Studies, and are deployed flexibly between the Language Unit and CASA according to need. It is they who have been the backbone of the program and they who have offered many new and innovative courses and developed new materials for them. Insofar as possible, they teach all the basic language courses both written and colloquial. Supporting them are a considerable number of part-timers who, typically, are seconded to us for a few hours a week from one of the Egyptian universities to teach specific courses.* They are mainly employed to teach their own subjects of specialization in elective courses. In this way, CASA students are able to study under some of the best professors in the country and to have access to a depth and intensity of Arabic learning such as they could have in no other place.

Thirdly, the CASA program can draw on the services of Egyptian graduate students who are taking the MA in Teaching Arabic as a Foreign Language (TAFL). Since the Director of that program, Dr. ElSaid Badawi, is making his own presentation, there is no need to go into detail here. Suffice it to say that it is confidently expected that the TAFL program will prove a fertile recruiting ground for full-time teachers in the future and that they will be the more beneficial to us for the experience they have had of teaching with the CASA program during their training. With the establishment of this MA program, a further step has been taken towards the professionalization of teaching Arabic to non-speakers.

Finally, on the question of staffing, it may be observed that during the crucial summer program when the foundations of colloquial Arabic are being laid for the full year students, we often have only a small number of our full-time teachers available, since summer teaching is optional. This naturally makes our task more difficult, though on the other hand, it enables us to discover new teachers. With a larger body of full-time teachers, such as we hope to establish over the coming years, this problem will diminish considerably as there will be a larger pool for volunteers to be drawn from. The TAFL program is also proving invaluable in this respect since by the time summer comes, the TAFL fellows already have one and often two semesters of experience behind them.

D. Transfer Credit

Both the Summer and the Full Year Programs at CASA receive full transfer credit at home institutions. In semester hours the summer work is usually equivalent to eight hours of credit, and each semester of the academic year is equal to 14 to 17 hours of credit, all on the graduate level. The limitations on transfer of credit are those imposed by the particular school for particular degree programs. For example, the University of Michigan will permit only six hours of credit transferred to an MA degree program.

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* See Attachment C.

E. Instructional Materials

One of the original charges to CASA was to prepare effective teaching materials and disseminate them among interested institutions in the States. In this area there has been zero achievement. On the Literary Arabic side, it seems that CASA's needs are special ones that can be easily met by purchasing live materials from bookstores and newsstands. CASA does detail in its reports to Consortium members all materials used, but obviously cannot purchase quantities of books and other publications to ship to stateside institutions. Indeed, the Library of Congress receives large amounts of PL480 funds for that very purpose.

As for the colloquial, CASA fellows are again in a special situation: since they know literary Arabic, there is no need to study again those features of structure which are the same in Egyptian colloquial. What is needed is a transfer grammar, but this does not exist. CASA is trying to meet this need provisionally this summer by adapting existing textbooks to provide, in effect, such a transfer grammar as mentioned earlier; this creative adaptation is being performed by Mr. Roger Monroe, a former Executive Director of CASA.

This, however, is a short-range remedy. CASA and the AATA--the American Association of Teachers of Arabic--have received through the University of Michigan an Office of Education grant to launch a full-scale attack on the problem. We are beginning the first phase this month here in Cairo--a survey of what Arabic instructional materials exist, their value, what needs there are, and a set of priorities. Subsequent phases (over three years), will be devoted to the design, preparation and dissemination of these priority materials.

F. Finances

In the beginning, CASA received both dollars and Egyptian pounds from the US government. By 1972 the dollar component had withered away. Since we have irreducible hard currency needs on both sides of the Atlantic, CASA first imposed a small students' program fee, which eventually grew to $400 for the Summer Institute and $1,000 for the Full Year Program. In return for this fee, the CASA fellow receives round trip air travel between the States and Cairo; tuition for classroom instruction and for the cultural component; and a monthly stipend for subsistence (currently LE180 = $257/month).

We also instituted annual dues of $1,000 for Consortium membership and have added twelve more universities to the original eight. Current CASA Consortium members are the universities of Arizona, AUC, Chicago, Columbia, Georgetown, Harvard, Indiana, Michigan, Minnesota, Pennsylvania, Princeton, SAIS/Johns Hopkins, SUNY/Binghamton, California at Berkeley, UCLA, Texas, Utah and Washington/Seattle. (One of the original institutions withdrew from the Consortium because of inability to raise the annual dues, however, and three prospective universities declined to join for the same reason.)

CASA on two occasions has received emergency dollar grants from the Ford Foundation. We have also tried to tap the US Department of State and approximately thirty private organizations or foundations dealing with the Near East for additional dollar support, all in vain. Our present status: chronic deficits in the dollar budget, which have had to be absorbed on the AUC side--this has been done with great cooperation from the AUC administration, for which CASA is most appreciative.

G. Conclusions

The CASA program is now very well established and has its own dynamic and its own traditions. In the world of Middle Eastern scholarship in the United States to be a "graduate of CASA" already guarantees a certain quality of excellence and this is known both to those who run doctoral programs and those who are looking out for junior faculty. CASA alumni have gone on to hold professorships in American universities, in various fields of Middle Eastern studies, as well as positions in other professional fields such as government service and international banking.

CASA has also had an impact on the teaching of Arabic in the United States. By presenting Arabic--Modern Standard as well as the Colloquial--as a living language and testing for both oral and written composition, CASA has influenced Near Eastern programs across the nation to reexamine and readjust their standards and approaches to the teaching of Arabic with particular reference to the use of oral drill and the role of written composition. This does not, of course, mean that the CASA program cannot be better and more effective in the training it gives. Of course it can and its procedures, structures, courses and methods are constantly under review.

Among the areas in which work needs to be done and we hope will be done in the coming few years are the following:

a. the problem of starting off students who already have a considerable knowledge of written Arabic in the spoken language. Here the need is for a specially written textbook taking a transfer approach.
b. the need for audio-visual programs to support normal classroom and lab work. The project designed to meet this need has already been referred to.

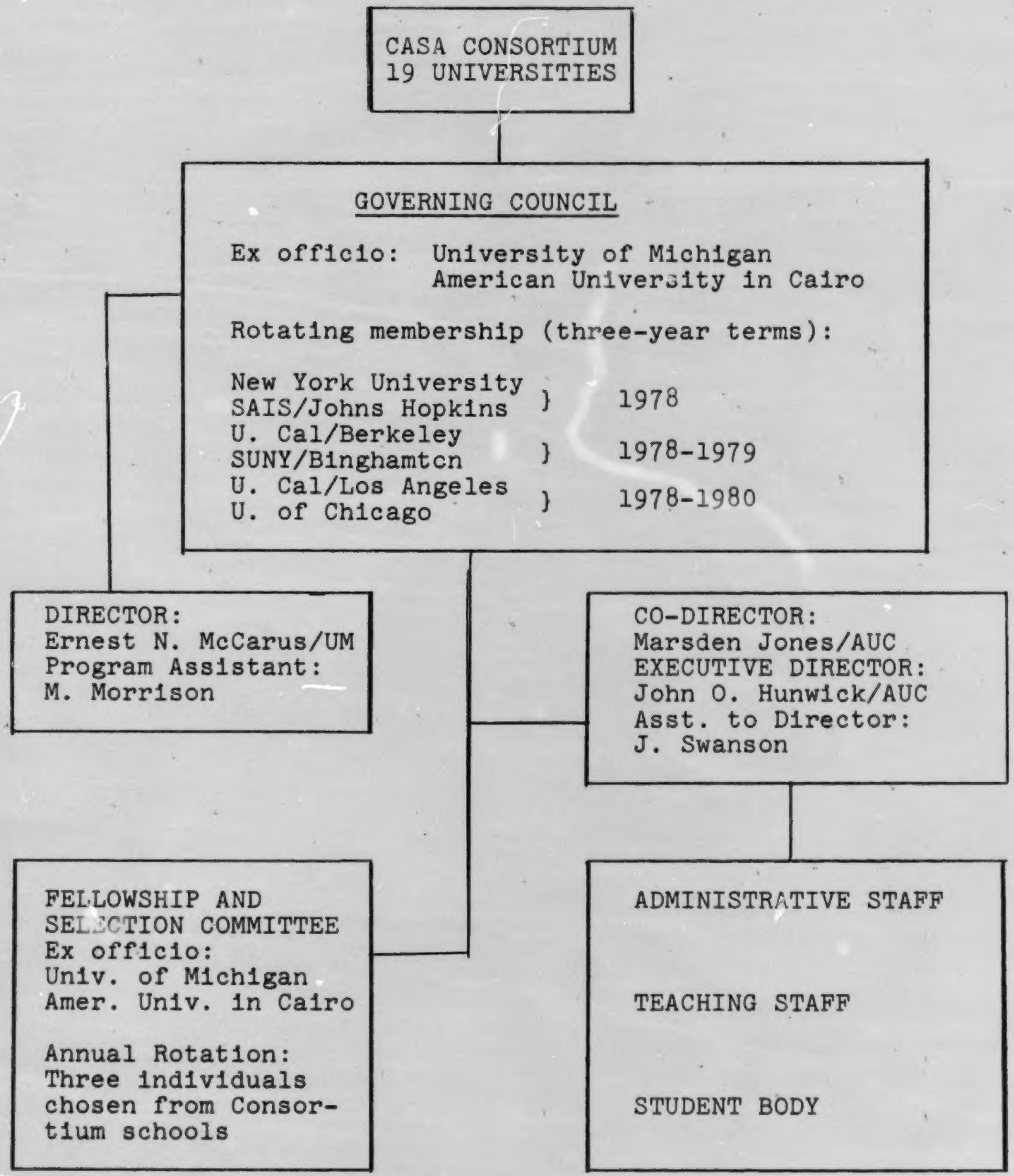
c. In written Arabic there is a need for a more scientific approach to the introduction of structures and idioms. Dr. Badawi is working in collaboration with Dr. Ernest T. Abdel-Massih of the University of Michigan on a word-frequency project for modern Arabic and it is to be hoped that this will eventually extend to phrases and idioms. Also, as a part of an OE-funded Materials Development Project, CASA will be producing a series of graded readers in Arab culture and civilization.

d. As observed earlier, there is a need for a standardized "graduation" test, just as prospective entrants take the Proficiency test, to give a more objective assessment of CASA students' progress over the year.

e. We should like to move in the direction of more individualized instruction through the wider use of individual listening devices, especially the cassette tape. This will enable the student who has a particular weakness to work away at it in private to overcome it without holding up the progress of the rest of the group. Individual listening to lectures and broadcasts would also help in advancing all students and the same goes for such materials as colloquial plays.

CASA has been described as it now is and some indications have been given of ways in which it would like to develop. CASA in the 1980's will certainly be somewhat different from what it has been in the 1970's and we hope it will be an increasingly effective and professional training ground for young American scholars.

CASA ORGANIZATION



CASA CONSORTIUM
19 UNIVERSITIES

GOVERNING COUNCIL

Ex officio: University of Michigan
American University in Cairo

Rotating membership (three-year terms):

New York University SAIS/Johns Hopkins	1978
U. Cal/Berkeley SUNY/Binghamton	1978-1979
U. Cal/Los Angeles U. of Chicago	1978-1980

DIRECTOR:
Ernest N. McCarus/UM
Program Assistant:
M. Morrison

CO-DIRECTOR:
Marsden Jones/AUC
EXECUTIVE DIRECTOR:
John O. Hunwick/AUC
Asst. to Director:
J. Swanson

FELLOWSHIP AND SELECTION COMMITTEE
Ex officio:
Univ. of Michigan
Amer. Univ. in Cairo

Annual Rotation:
Three individuals chosen from Consortium schools

ADMINISTRATIVE STAFF

TEACHING STAFF

STUDENT BODY

ATTACHMENT A

DIRECTORS OF CASA

STATESIDE DIRECTORS

Professor William Brinner	1967 to 1970
Professor Mounah Khoury	June 1970 to May 1974
Professor Ernest N. McCarus	June 1974 to date

CAIRO CO-DIRECTORS

Professor John Williams	1967 to 1970
Professor William Millward	August 1970 to August 1973
Professor Mohamed al-Nowaihi	September 1973 to August 1977
Professor Marsden Jones	September 1977 to date

EXECUTIVE DIRECTORS

Mr. Roger Monroe	September 1967 to December 1968
Mr. Lorne Kenny	January 1968 to May 1970
Dr. Martin Hinds	June 1970 to August 1972
Dr. ElSaid Badawi	September 1972 to May 1977
Mr. Roger Monroe:	
Acting Executive Director	September 1976 to May 1977
Executive Director	June to August 1977
Professor John O. Hunwick	September 1977 to date

CASA STUDENT BODY 1967 - 1978

	SUMMER INSTITUTE	FULL YEAR PROGRAM	TOTAL
1967/1968	cancelled	16	16
1968/1969	11	17	28
1969/1970	25	17	42
1970/1971	28	14	42
1971/1972	43	17	60
1972/1973	31	20	51
1973/1974	26	21	47
1974/1975	37	17	54
1975/1976	20	15	35
1976/1977	21	18	38
1977/1978	23	18	41
1978/1979	21	20	41

ATTACHMENT B

ATTACHMENT C

Center For Arabic Studies

CASA and A. L. U.

Teaching and Administrative Staff

Academic Year 1977/1978

Full-Time Teachers

Mrs. Ceza Draz	B.A. French Lit (Cairo), B. A. Arabic Literature (Cairo) M.A. Arabic, (Cairo) Ph.D. Arabic Literature (Cairo)
Mr. Muhammad Eissa	B.A., M.A. History (Al-Azhar)
Mrs. Ragia Fahmi	B.A., M.A. Arabic (Cairo)
Dr. Ahmad Taher Hassanein	B.A., M.A. Arabic (Dar Ul- ^{c}Ulum) Ph.D. Arabic Linguistics (Princenton)
Mrs. Mona Kamel	B.A. English (Cairo) M.A. Arabic (A.U.C.)
Miss Nermine Kamel	B.A. Journalism, M.A. Arabic (A.U.C.) ((On leave)
Mr. Maurice Salib	B.A. Atabic Studies (A.U.C.) M.A. Near Eastern Languages (California)
Mrs. Nariman Warraki	B.A. Psychology-Ed., M.A. (A.U.C.)

Program Administrators

Professor J.M.B. Jones	B.A., Ph.D. Arabic (London) Director C.A.S., Co-Director CASA
Dr. John Hunwick	B.A., Ph.D. Arabic (London) Director Arabic Language Unit, Executive Director CASA
Mr. Roger Monroe	B.A. English (Harvard) M.A. Arabic (A.U.C.) Assistant Director
Mrs. Galila Salib	B.A. French (Cairo) Administrative Assistant
Mrs. Lucy Karim	General Certificate - Commerce Clerk/Typist
Mrs Evelyne Selim	General Certificate - English, Clerical Assistant

Part-Time Teachers

Dr. Hassan Abdul Latif	B.A. Arabic and Islamic Studies, M.A. Islamic Philosophy (Dar Ul-^{c}Ulum) Ph.D. Islamic Philosophy. (London)

Dr. ElSaid Badawi*	B.A. Arabic and Islamic Studies (Dar Ul-^{c}Ulum) M.A., PH.D. Arabic Linguistics and Phonetics, (London)
Dr. Ahmad Hamasa	B.A., M.A., PH.D. Arabic (Dar Ul-^{c}Ulum) M.A., Ph.D. Arabic Linguistics and Phonetics, (Londom)
Mr. Sayid Ibrahim	Calligrapher
Mrs. Shahira Mehrez	B. Sc. Physical Sc. (A.U.C.) M.A. Arabic Studies (A.U.C.)
Dr. Asaad Nadim*	B.A. Sociology, M.A. African Studies (Cairo) Ph.D. Folklore (Indians)
Mr. Essam Rifaat	B. Sc.Econ. (Cairo), Dip. Econ., Dip. Political Science (Institute of Arab Research and Studies)
Mr. Faruk Shousha	B.A. Arabic (Dar Ul-^{c}Ulum) Dip. Ed. (Cairo)
Dr. El Sayyid Yassin	LLB Legal Sciences (Alexandria), LLM Criminology (Cairo) P.G.S. Sociology of Law (Dijon), P.G.S. Sociology of Law (Paris)
Mr. Waheed Samy	B.A. English (A.U.C.)

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* AUC Teacher who gave a special course for CASA.

ii) INTER-UNIVERSITY FOR
CHINESE LANGUAGE STUDIES
IN TAIPEI

Abstract

The primary objective of the Inter-University Program for Chinese Language Studies in Taipei (hereafter IUP) is to meet the critical need of qualified Americans to achieve, as rapidly as possible, those high levels of competence in the spoken and written Chinese language which will enable them to pursue careers in Chinese studies and in other types of professional use related to that nation.

An intensive, structured course of intermediate and advanced spoken/written Chinese is offered in Taipei, supervised by an American director and staffed by Chinese instructors. The typical course lasts from nine to twelve months, with an average of twenty hours of instruction per week. Content is balanced between general speaking-reading skills, and research-related language training. Modern oral-aural methods are used. Admission is open to all qualified college or graduate-level students who have a foundation of at least two years of Chinese language study, or equivalent. Anticipated enrollment for 1978-1979 is 35-40 students selected by a sub-committee of the Inter-University Board, the Program's governing body. 1977-1978 enrollment is 9 undergraduate and 31 graduate students.

In broadest terms, IUP's major role has been to serve as a centralized, national language facility within China. More specifically, its principal contribution has been and will continue to be the movement of students to levels of genuine linguistic competence far more rapidly and efficiently than can be done on campus in the United States. This has not only accelerated the achievement of advanced degrees, but has also resulted in higher quality work. To date, 609 students from 66 institutions have attended this Program. Other contributions include development of teaching methods and materials; administration of the only nationwide achievement test in Chinese; supply of trained Chinese language teachers ro U.S. institutions; and general upgrading of graduate work in this country. Refresher training for mid-career academic professionals is available. Since 1975, a summer-only language program has been utilized by the University of Pennsylvania, which sends 10-15 students annually to IUP under this arrangement. A major evaluation of all aspects of IUP's field operations was undertaken in 1975. No other comparable academically-directed institution exists for the study of Chinese, either here or abroad.

1. Objectives and Need for Assistance

a) Background: General Objectives

With her vast population and area, her long and rich history, and her modern revolutionary changes, China is an enormous challenge to the United States. On one level, this is a challenge to policy and action. But on a deeper level, China is a challenge to understanding. Although understanding does not guarantee success at the policy level, its absence will almost surely result in failure. Thus, in a very direct sense, the study of China consitutes a critical national need.

These same considerations make China an object of study with great intrinsic value, for a large part of the collective experience of mankind is contained within China's past and present. Both the humanities and the social sciences must take full account of the Chinese experience if they are to claim universality.

Absolutely central to an understanding of China, whatever the professional uses to which it may be put, is knowledge of the language in which that culture is carried. Spoken and written by more people over a longer period of time than any other in the world, the Chinese language is both a formidable barrier and principal avenue of access to China. The primary objective of the Inter-University Program has always been to assist in surmounting this barrier and in attaining this access to a better understanding of China.

b) National Language Training Needs

Impressive growth has taken place in Chinese studies over the past twenty years. Yet all surveys indicate that much remains to be done. This is less a matter of sheer numbers than of upgraded quality, of balance among disciplines, and of serving various clienteles (in furthering general public knowledge of China, in primary and secondary education, in government service, private research institutes, journalism, and in international business). An essential condition to improving the quality of the specialist pool is language competence, yet the Lambert Report shows embarrassing and unjustifiable inadequacies in this area (e.g., ca. 30-40% of East Asian specialists rate their own language skills inadequate for independent work) -- inadequacies being thrown into sharp relief by greater accessibility of the People's Republic of China, and by the acknowledged shortage of Americans linguistically capable of functioning with a full range of competence.

Despite the pinch of recent years in institutional support, fellowship funds, and placement opportunities, this need continues to exist. It would be tragic indeed, at this critical moment, if the progress of more than a decade were to be halted. It is crucial that the most strategically important institutions in the field of international education be kept alive.

c) Specific Role and Objectives of the Inter-University Program

In the light of these general national needs, the Inter-University Program plays a vital quantitative and qualitative role. Quantitatively, 609 students from 66 institutions have been or are being trained at the Program. These 609 students represent a large proportion of the most promising China specialists this country is producing. Many are contributing through teaching, government service, etc., while most others are pursuing advanced degrees. Furthermore, these students are continuing to have a perceptible multiplier effect on Chinese studies in this country.

Qualitatively, the Inter-University Program plays an extremely important function. While much remains to be done to improve beginning and elementary language instruction in Chinese, the real payoff is at the advanced level. If this level is not reached and sustained, then extensive earlier investments are wasted. A number of institutions offer sound beginning instruction, and the major centers provide excellent research opportunities to those who can use Chinese with relative ease. But at domestic institutions, the chasm between the two is often weakly bridged, over a fairly long period of time. Indeed, what appears to be a bridge is sometimes in reality a pitfall, leaving the student a language cripple -- one who is presumed to know Chinese, but cannot use it effectively. On the other hand, if the movement to advanced levels can be shortened, and if genuine rounded competence can be attained, then very significant benefits result and much higher quality work is possible. This has, in fact, taken place as a result of the intensive training provided by the Inter-University Program.

This is critically important both for the individual and for the field. The capital investment in true linguistic competence, preferably as soon as commitment is fixed and foundation work has been done, pays dividends throughout the professional career of the individual, to the benefit of himself and the field. Furthermore, without the IUP, academic institutions would be obliged to increase faculty and course offerings simply to provide their students with less effective substitutes for field training in Chinese, with all of the overlap, duplication, and waste motion this implies. The Program therefore occupies a strategic position at the point of greatest constriction -- and potentially greatest waste -- in Chinese studies.

d) The Inter-University Program: History and Description

It is important to stress that the Inter-University Program is an established center of proven success. The difficulties of the early days have been overcome, substantial capital investments have been made, a highly qualified staff has been assembled, and excellent relations are maintained with the host government and with local academic institutions. While the Board encourages improvement and creative innovation, changes are undertaken on a solid foundation of effective operation and recognized achievement. Thus, this proposal is being made not for a new and uncertain enterprise, but for an ongoing program of proven worth.

The Inter-University Program for Chinese Language Studies in Taipei was created to meet a clearly felt national need for an academically directed, intensive language-training facility to serve those committed to careers in the China field. The Program was formed initially through a merger of the Cornell Program and the Stanford Center for Chinese Studies, both of which had successfully demonstrated the feasibility of such training in Taipei. The merger took place in January 1963, when an Inter-University Board, representing nine (now ten) United States universities, was formed to establish an Inter-University Program for Chinese Language Studies in Taipei. The Board is responsible for setting policy, determining curriculum design, appointing the director, selecting students, and allocating financial assistance. Stanford University agreed to act as the administrative agency for the Program.

Since its inception, the Inter-University Program has been this nation's only academically-directed center of intensive field training in Chinese available to those specializing in the study of China (regardless of disciplinary interest, of academic institutions with which they are affiliated, and of ultimate career goals). IUP has received support from a variety of sources. In 1963, IUP was supported by a three-year grant from the Ford Foundation, subsequently twice renewed for like periods of time. The Carnegie Corporation provided some early support for undergraduate fellowships. Participating universities and the Joint Committee on Contemporary China have provided emergency support. The NDFL Program (now FLAS) continues to provide fellowship aid to selected graduate students. Since 1970, when the Office of Education (FSEP) made its first allocation to IUP, U.S. Government assistance has become increasingly important, and is now the largest source of outside aid. Most FSEP funds have been used for general budgetary and fellowship purposes.

In support of the 1973-74 and 1974-75 operations, the National Endowment for the Humanities made two emergency grants which were matched in part by funds from the Robert Sterling Clark Foundation. The Clark Foundation extended the grant through the 1975-76 year, but is no longer able to continue its support of IUP.

In 1975-76, the Department of State (CU) provided some supplementary funds. It was hoped that this support might be part of an inter-agency approach to a pattern of regular funding, but this has not materialized.

At its 1977 meeting, the Board resolved to explore the possibility of funding from major enterprises (banks, corporations, etc.) with substantial interests in Taiwan, and to try to identify less well-known and smaller foundations that might be willing to contribute to IUP. A number of overtures have been made, one proposal has been submitted, and one small grant has been secured ($2,500 from National Cash Register Corporation).

Attendance fees, paid by students, constitute the Program's only regular source of income. At its 1974 meeting, the Inter-University Board moved to alter the attendance fee structure beginning in September 1975. At that time, the attendance fee for the three ten-week quarters of the regular academic year was set at $750.00; for the fourth quarter an eight-week summer session, the fee was reduced to $400.00 (the former attendance fee for each of the four quarters was $600.00). This amounts to only a 10% increase for four quarters attendance ($2650 instead of $2400). This was only the second time since 1963 that attendance fees have been raised. This increase was made necessary by the rapid inflation experienced in Taiwan in 1973 and 1974, and by increased costs generally. During 1974, most Chinese government agencies, educational institutions, and larger business firms increased employees salaries by an average across-the-board 40%. At IUP, salaries were raised by an average 30%, since our initial levels were somewhat higher than the national average.

e) Current Financial Status and Needs

No more self-sufficient than any other educational institution, the IUP has no endowment or reserves, and far fewer sources of funds than the typical university. With the closing of several sources of support, and the general tightening of both operating and fellowship funds, IUP annually faces the possibility of shortfalls which might close its doors. If secure funding is not obtained, it is certain that the Program will be compelled to curtail greatly or cease altogether the intensive training it has been offering to the most promising group of China specialists this country is producing. Such an eventuality would leave this country effectively without a center in Chinese society at which real and permanent competence in the Chinese language can be obtained.

During recent years, there has been a broader recognition of the need to maintain IUP and a selected number of other national resources for the study of China. Continuing efforts by both academic and government circles represent an attempt to find long-range means to continue the work of these national resource centers. Assuming eventual success in these efforts, the immediate future becomes critically important. It would be both ironic and tragic if short-range funding for IUP could not be found at the very moment that solutions are being sought for the long-range problem.

One might expect that these needs could be met in the People's Republic of China, perhaps at the Peking Language Institute (*Pei-ching yü-yen hsüeh-yuan*). While such an eventuality would be exceedingly welcome, there are at present no grounds for optimism that such study will be possible in China for more than an occasional American student. Should this situation eventually change somewhat, the need for a language institute *outside* the PRC would remain: It is unlikely that the numbers of American students who could be accomodated, the level and nature of the curriculum, duration of study, admission criteria, long-term existence of the school, etc., would on all levels meet national needs and professional requirements. It would be unwise in the extreme to entrust so much of the future of Chinese studies in the U.S. to the PRC. Thus we believe that at present there is no alternative to IUP, and that in the future IUP must remain an alternative.

Indeed, whatever the future of US-PRC relations, the role of IUP in Taiwan is likely to be more, not less, important. In the unhappy event of deterioration in Sino-American relations and the closure of China once again to U.S. citizens, IUP would obviously be essential. In the more optimistic possibility that Sino-American communications, and exchanges continue to expand, increased numbers of Americans will be required who possess very high livels of translating and interpreting skills, as well as close familiarity with the Chinese past and present. Since the PRC seems unlikely to throw its doors open so that these skills can be developed on her soil, such skills must be acquired *before* arriving in China. Our best alternative is to acquire them in Taiwan.

Over the past several years, authorities in the Republic of China have given clear indications that IUP and American students are welcome in Taiwan -- an assurance grounded in the desire to avoid increased isolation. One might predict with reasonable confidence that so long as the U.S. continues to affirm the Mutual Security Treaty and to accord diplomatic recognition to the GRC, IUP's status will remain unimpaired. Transfer of recognition would, of course, entail fundamental reconsideration of all aspects of Sino-American relations, including IUP. Despite this possibility, the critical function played by IUP argues for its continued support.

All of these needs, strategic as well as scholarly, can be met only if IUP receives the funding it requires to survive. As already implied in the previous section, this problem has two dimensions. The first involves long-range, reliable, and ongoing support. Clearly, IUP cannot fulfill its potential if every year its very existence is in jeopardy. For example, most developmental tasks cannot be undertaken because nearly all resources must be used for the immediate day-to-day instructional program and because most such developmental plans require more than one year to come to fruition. While efforts to solve the long-range problem continue, the second problem -- funding for 1978-79 -- emerges with increasing urgency.

So serious has this situation become that it is only by substantial reduction in the level of fellowship support that IUP has been able to achieve a balanced budget during the 1976-77 and 1977-78 years. Steps are also being taken to reduce administrative and Board-related expenses, though savings here cannot be very large (a maximum of perhaps $4,000-$5,000). The instructional program in Taiwan -- including audio-visual equipment, library, and other facilities -- have been undersupported for number of years. Thus, all IUP operations are markedly hampered by less than adequate funding.

2. Principal Contributions of the IUP

As indicated above, the full potential of IUP has not been realized due mainly to annual uncertainties of funding. Within this constraint, however, continuing developmental efforts have been made. For example, a variety of specialized teaching materials have been produced, and the "Associates" program has been very successful. This refers to an arrangement whereby established professionals in the field may, with a minimum of red tape and a maximum of flexibility, upgrade their language skills at IUP (it might be recalled that such upgrading was strongly recommended by the Lambert Report). Over twenty-five associates have been accomodated during the past five years. IUP's Associates Program corresponds to the refresher training now being offered at IUC, Tokyo.

Further developmental initiatives were undertaken in 1974-75 when the Office of Education provided incremental funds in the amount of $20,000 for certain agreed-upon developmental and evaluational tasks. The first task undertaken with incremental OE support was to appoint an Assistant to the Director to relieve the Field Director of much routine but essential work. This has proved extremely successful, freeing time and energy for more fundamental responsibilities which cannot be delegated.

The second task supported by OE funds is to move ahead with the use of television/videotape pedagogy. This pedagogy had been earlier conceived, some equipment (now obsolete) had been purchased, and some initial work undertaken. Despite this, activities in the TV/video area lagged far behind IUC (Tokyo). While OE funds cannot be used to purchase equipment, they have supported renewed planning activities and a survey trip to IUC undertaken in October 1974 by the Field Director and the Instructional Officer. The GRC Information Office and, through this office, the TV stations have assured IUP of full cooperation. The possible payoffs, both in Taiwan and the United States from a well-designed, fully operational and adequately implemented video pedagogy are obviously very great. Nevertheless, these goals cannot be achieved without considerable investments. In particular, they cannot be achieved as a no-cost spin-off from regular IUP operations. IUP is in a position to move rapidly ahead in this area as soon as adequate funding is available. In this connection, Prof. Albert E. Dien has recently returned from a month's trip to Taiwan to arrange for the recording of videotape materials. This trip was part of a two-year project funded by the Office of Education through the U.C. Berkeley - Stanford Joint East Asia Language and Area Center. Since IUP is involved in this effort, materials relating to this project are attached, as Appendix 2.

The third task supported by incremental OE funds was the implementation of a general evaluation of IUP field operations in the Spring of 1975. A copy of this evaluation was submitted to FSEP shortly after it was completed (see below). Some of its recommendations have been adopted; others await more adequate funding.

Yet another area of development, this one not directly dependent upon new funding from OE or other sources, is the broadening of the clientele served by IUP, while retaining a fundamental commitment to its original mission. These efforts are presently focussed on the Associates Program (described above) and on the Summer Program. During the Summer of 1975, an arrangement was first instituted with the Department of Oriental Languages of the University of Pennsylvania to provide intensive Summer training for a group of ten students at second to fourth year levels. This program was highly successful and is being continued on a regular basis. It might be noted that the University of Pennsylvania made this proposal to IUP after unsatisfactory experience at the Taipei Language Institute.

It is clear that the principal contribution of the Inter-University Program is the development of language skills necessary to fruitful careers in the China field. The professional contributions of such well-trained persons, in education, government, and elsewhere, are self-evident. But such training also contributes to the upgrading of graduate programs in the United States: Even before receiving their advanced degrees, graduates of the Program demand higher quality training from their teachers, and have a marked demonstration effect upon their fellow students. The Program provides descriptive reports on student performance to home institutions, advisors, or other sponsors, but it does not attempt to evaluate these records in terms of academic credits or conventional grading systems. Uniform testing procedures and standard tests (adapted from Foreign Service Institute S/R ratings) have been developed and are being employed. Individual institutions fully retain the right to evaluate work done at the Program according to their own standards.

A wide variety of teaching materials, glossaries, etc., have been produced at the Program. While these are designed mainly for on-the-spot use, a number of them have been adopted by U.S. institutions.

The Program is also an informal source of instructional personnel for U.S. institutions. Currently, about twenty-five former Program instructors are serving in such capacities.

3. Approach

a) Program Operation

Consistent with the basic principles of the Program, the following guidelines have characterized the Program's operation from its inception.

1. The Program is primarily a language training center, with principal focus on intensive oral training, basic reading skills, and reading relevant to the student's research interests. It has as its goal for each student the most rapid possible attainment of independent competence.

2. All students must have had a minimum of two years of Chinese language training at the college level, or equivalent, before qualifying for admission.

3. Students may come from any university and may represent any field of interest, but all must have a serious commitment to the study of Chinese, and to China. Students are rigorously examined and statements of purpose are accorded great weight.

4. Principal emphasis is placed on training in Mandarin Chinese. Some students also study Japanese, Taiwanese, etc., in addition to the study of Mandarin Chinese.

5. The instructional staff is recruited locally, and, with the exception of the Director, are native speakers of the languages or dialects they teach. Several hold academic positions in Taiwan.

6. The Program stresses those aspects of language training and cultural exposure uniquely suited to a native-speaking area.

IUP uses a mixed program of instruction in which approximately half a student's time is spent in individual tutorial classes, half in small groups of no more than four. Depending on individual student needs, this mix may vary somewhat. Work which has showed itself best suited to group instruction includes certain commonly encountered remedial pronunciation and structure drills. Some intermediate reading classes may also appropriately be treated in this fashion. At more advanced levels, or when a student is working on specific problems, tutorial classes are employed. Courses are divided into three categories: 1) language; 2) reading and substansive classes; and 3) other classes, such as Japanese, Taiwanese, etc.

The students spend twenty hours per week in class. During the first quarter, a typical program includes fifteen to eighteen hours of spoken Chinese, and two-to-five hours of reading. During subsequent quarters, as spoken competence increases, the time devoted to conversation decreases, more reading is introduced, and other activities are added. As appropriate, the student is assisted in auditing classes at National Taiwan University, introductions to Chinese scholars are arranged, access to archival sources is facilitated, etc.

Spoken Chinese is taught by modern oral-aural methods, using materials developed in the United States and locally produced materials. The standard of achievement is high, because fluent command of standard Mandarin is the goal of the Program. Reading courses have two goals: broad competence with a variety of standard materials, and reading ability in the student's discipline or area of interest. The reading track seeks active student-teacher discussion of content, rather than word-by-word explication of the text. Of course, as the student encounters particular problems of lexics, syntax, or comprehension, the tutor provides necessary assistance. But the principal focus is upon mastery of content, rapid reading, and ability to discuss the substantive problems raised in the text. As the student progresses, appropriate research-related materials are gradually phased in. This reading-discussion method, therefore, actively joins the spoken and reading tracks.

Through arrangement with the host government, students at IUP are permitted to use all materials relevant to their training, including PRC materials otherwise prohibited in Taiwan. These restricted materials are held in a special reading room, but classes involving such materials are regularly conducted. This dispensation is not available at any other language school in Taiwan (nor is it likely that the PRC would make similar arrangements for materials it prohibits).

b) Project Participants

Students are selected for admission to the Inter-University Program by the Committee on Admissions and Awards, appointed annually by the Inter-University Board. This Committee is composed of representatives from both Board and non-Board institutions. The Committee, acting for the Board, has sole responsibility for granting admission to the Program on the basis of academic preparation in both linguistic and non-linguistic areas, intellectual promise, commitment to the field, and general suitability. In deciding upon admission, the Committee has never discriminated on the basis of Educational level:

Undergraduates are not in a less favored position than graduate students. (Note: Some fellowship funds for the support of admitted students may be restricted to graduate students.) Nor is any special consideration given to particular fields, academic disciplines, or career goals in deciding upon admission, continued enrollment or eligibility for financial support. As a part of its screening process, the Committee administers this country's only national achievement test in Chinese. The Committee on Admissions and Awards meets in the Spring of each year to evaluate applicants to the Program. About 250 applications are sent out each year, and about 80 are completed.

c) Project Evaluation and Utilization of Results

An extensive evaluation of IUP was undertaken during May 1975, with incremental support from the Office of Education. The evaluation was carried out by a three-man team made up of Professor John McCoy (Cornell University, who headed the team), Professor David DeCamp (University of Texas, on leave to the Center for Applied Linguistics), and Professor Teng Shou-hsin (University of Massachusetts). Their report was submitted to the Inter-University Board, which considered it at its annual meeting, 14-15 November 1975. By directing attention to those areas which members of the Evaluation Team felt most need strengthening, this report is of great importance in planning for the future. In addition to this evaluation, the students then enrolled carried out an extensive survey of their own reactions to the IUP. This also has been distributed to members of the Inter-University Board.

d) Key IUP and Host Country Personnel

Since the IUP is not a conventional institution, its faculty cannot be described in precisely the terms set forth at the head of this section. Instead, the faculty is described more generally, and specific information is provided for the Director, the Executive Secretary, and the Inter-University Board. The teaching and administrative staff of the Program is drawn from Chinese residents in Taiwan. There is a cadre of seven to ten full-time teachers, supplemented by a more flexible number of part-time teachers and tutors, numbering, at present, about thirty (see list of names below). All full-time teachers have had long experience in teaching Chinese. Many of them have been with the Program since its inception. The remainder were recruited from other language programs, or were promoted from part-time status after participating in the teacher-training program. Virtually all teachers have had college-level education, most hold the equivalent of the Bachelor's degree, and several have done advanced work. Some (designated "tutors") have academic appointments at National Taiwan University, Academica Sinica, etc.

These teachers provide two broad kinds of instruction. The first, training in general language skills; the second, the utilization of these skills in activities related to the student's more specific interests. Teachers are assigned these tasks in accordance with their capabilities. Some, including the majority of the full-time teachers, can teach both kinds of classes. Where a student has a particular need which cannot be met by the existing staff, an effort is made to find an appropriate tutor -- it being understood however, that the very advanced student is encouraged to pursue his work outside the Program, which he no longer needs.

Director, 1977-1978:

William M. Speidel -- Field Director, IUP, 1975

Executive Secretary (1963-1964), Director (1964-1965),
Executive Secretary (1965-):

Lyman P. Van Slyke -- Associate Professor of History, Stanford University

The Inter-University Board:

The Board meets annually (and at such other times as may be necessary) to discuss policy, approve the appointment of the Director, appoint new committees for the ensuing year, receive reports from the administrative agency, the Executive Secretary, and the Director, discuss and approve the operating budgets of the Program, and to deal with other business as required. It stands ready to counsel with the Director at any time, and members of the Board may be called upon to visit the Program for inspection, discussion of curriculum problems, and to meet with representatives of the Chinese Government. The Executive Secretary provides liaison among the Board, the Program, and the Administrative Agency, and is a member of the Stanford faculty. He also serves as Stanford's representative on the Inter-University Board. The other members of the Board are as follows :

John McCoy, Associate Professor of Linguistics, Cornell University, Chairman of the Board, 1977-78

Frederick W. Mote, Professor of Oriental Studies, Princeton University, Chairman of the Board, 1976-77

Hans Bielenstein, Professor of Chinese History, Columbia University

James E. Dew, Associate Professor, Department of Far Eastern Languages and Linguistics, University of Michigan

John C. Jamieson, Associate Professor of Chinese, University of California (Berkeley)

Jerry Norman, Associate Professor of Chinese, University of Washington

David T. Roy, Professor of Chinese Literature, University of Chicago

Hugh M. Stimson, Associate Professor of Chinese Linguistics, Yale University

Lyman P. Van Slyke, Associate Professor of (Modern Chinese) History, Stanford University

Lien-sheng Yang, Professor of Chinese, Harvard University.

Full-time Teachers:

Mr. Shen Hung-i, Instructional Officer

Mrs. Chang Chou Hui-ch'iang

Mrs. Li Na Tsung-i

Mrs. Yeh Liu Hsiao-hsien

Mrs. Chao Ming

Mr. Hsu Li-ch'ang

Miss Ch'i Yung-p'ei

Miss Yang Chiu

Tutors:

Mr. Chin Chia-hsi

Mrs. Lian Liu Ch'un-hua

Mr. Ch'en Shun-ch'eng

Mrs. Ch'en Hou Yu-lan

Miss Ho Shu-chen

Part-time Teachers:

Miss Chang Yu-chieh

Mrs. Pi Tang Chin-ch'ung

Mr. Huang Chia-ting

Miss Chang Jung-chiao

Mr. Chuang Ming-tsu

Miss Han Ying-hua

Miss Lu Jung-ch'un

Miss Hung Shiu-fang

Miss Ma Yi-hao

Miss Chiang Tz'u

Miss Liang Chu-chu

Miss Chang Chun-chu

Miss Wu Hui-chün

Miss Chang Yu-tung

e) Institutional Contributions

The universities contribute in a variety of important ways. Member institutions release the time of their representatives on the Board, and a number of universities, both within and without the Board, have allowed time to a member of their faculty to assume the field directorship. They also share part of the costs by permitting their students to use intramurally awarded fellowships at the IUP; thus tuition and fees, which would normally be received by the home institution, are in effect, awarded to the Program. This cost-sharing is a very significant contribution.

Stanford University, in addition to providing office space, also make its financial and budgeting services available without cost, and picks up some of the salaries of administrative personnel and secretaries. Were it necessary to divorce the administration of the Program from the University, home office expenses would probably be two to three times as large as presently budgeted.

Significant contributions have also been made by the Government of the Republic of China, and by National Taiwan University. Much tangible help has been received from both, including rent-free use of the building in which the Program is located. Intangible, but no less vital, assistance has also been given in the form of exemption from customs levies, expedited visa processing, permission to use Communist materials in a restricted reading room, academic cooperation, access to archives, etc. In a very real sense, the Inter-University Program is a venture in Sino-American cooperation.

4. Facilities: Location and Description

The physical facilities of the IUP are located, most conveniently, on the campus of National Taiwan University. During its first year of operation, 1963, the Program was offered the use of a building rent-free by National Taiwan University. This large two-story structure was then extensively renovated and repaired to fit the Program's needs. The lower floor contains classrooms, the Instructional Officer's office, a student lounge, and rest rooms. The upper floor contains the Director's office, administrative spaces, printing and compiling rooms, a small reference library, a restricted room for Communist materials, and a fully equipped language laboratory/recording studio. These facilities can accommodate up to fifty full-time students.

In addition to these facilities in Taipei, Stanford University makes services and space available for the administration of the program, as well as providing accounting, administrative, and secretarial services.

ATTACHMENT TO TAIPEI PROGRAM PRESENTATION

UTILIZATION OF VIDEOTAPE RECORDING FOR INTERMEDIATE CHINESE LANGUAGE INSTRUCTION AND ADVANCED LANGUAGE MAINTENANCE

The Office of Education has funded a two-year project through the Joint East Asia Language and Area Center of Stanford University and the University of California, Berkeley, to utilize videotape recordings of standard television programs 1) in the instruction of intermediate Chinese and 2) in the maintenance of advanced levels of Chinese. It is the purpose of this project to muster the considerable resources of the profession to provide for what are widely recognized to be two of the most critical needs in the field of teaching Chinese at this time, that is, the development of methods of instruction at the intermediate level that will ensure greater fluency in the spoken language and the development of a pedagogy and teaching materials for studying and maintaining advanced levels of spoken Chinese. In this effort the availability of television programs from the Republic of China is an essential ingredient for its success.

The project is to be located at the campuses of Stanford University and the University of California, Berkeley, but it is meant to be nation-wide in scope. An effort will be made to locate teachers of Chinese language at the university level who will be interested in participating in this project. By the end of the two year period it is hoped that a distribution network will have been developed so that these materials can be circulated and cooperative initiatives encouraged.

I. PROCEDURES AND TIME-SCHEDULE

1. Public Announcement: The project will be initiated by an announcement at the November, 1977, meeting of the Chinese Language Teachers Association, which this year meets in San Francisco. This is an association of more than a hundred teachers of Chinese across the country.

2. Conference of Consultants--November, 1977: After the CLTA meeting, some ten selected individuals concerned with language training and interested in exploring the use of videotape materials will be invited to remain for a day-long conference at Stanford University. It would be exploratory, to pool the views and insights of the highly competent and experienced educators in this area, and to lay down guidelines for further work. Teachers of Chinese, audiovisual experts, and those who have alreadu made use of videotapes in the teaching of other languages, would be invited.

3. First Stage: Advanced Level Maintenance Materials--October 1977 to June 1978: The conference and the guidelines it establishes would lead to the acquisition of taped materials and establishment of a distributional network. This phase of activity would also serve to identify interested participants at the various institutions, to enlist the cooperation of additional personnel, to explore the types of materials and quantities available, and to work our the problems in reproduction and distribution. At this stage, the focus would be on the most advanced level, the one which needs only access to the tapes for purposes of maintenance and for whom little or no supplementary materials are necessary. A flow of two or three tapes of high quality and interest per month would be the optimum goal. It would be important to make adequate provision for feedback from participating institutions to ensure the maintenance of initial levels of interest and enthusiasm.

4. Workshop for Intermediate Tapes and Pedagogy--July and August, 1978: By this time a highly selected stockpile of videotape materials will have been acquired so as to provide the raw materials for susequent stages. A workshop involving a small group of professional teachers of the language will be held over a period of six to eight weeks in conjunction with the summer language programs at Stanford and/or Berkeley. The workshop will produce a number of tapes with accompanying materials such as extensive glossaries, lesson plans, recorded questions, recorded examples of the advanced vocabulary items in other contexts, and the like. The pedagogy to be used will be worked out by actual use of the materials in summer session classes, allowing the workshop participants to observe the effectiveness of their products. Realistic goals will enable the distribution of a limited number of such tapes in the fall; guidelines and techniques will have been established to allow the production of more materials during the academic year.

5. Second Stage: Distribution and Further Preparation of Intermediate Materials--September 1978 to June 1979: A small team of researchers and clerical assistants will continue the production of supplementary materials for specific videotaped programs in order to ensure a continuing supply for participating institutions. It is expected that a stock of materials adequate for a formal course of instruction will have been prepared by the end of this period. In subsequent years, efforts to supplement this stock and to update it for use at the intermediate level will draw on a continuing flow of unedited tapes designed for use at the advanced maintenance level. Participating institutions will be encouraged to make their own materials for use at the lower level and to make them generally available.

II. THE CRITERIA FOR SELECTION OF PROGRAMS

As can be seen from the description of this project the availability of videotapes of television programs is essential for its success. The opportunity for the student to observe the language as spoken in a living context, the interaction of individuals as they speak, the exposure to the "real" language, all can make the use of television programs an important advance in the teaching of the language. The parameters by which selection will be made are:

1) the language used must be the spoken language, that is, colloquial. Literary style, although more respectable, is not useful in this project. The purpose of the project is to teach advanced spoken Chinese, not the language of the written essay or of knight-errantry.

2) the programs cannot be too long. A half-hour is the preferred length but hour-long programs (minus advertising this may be 40-45 minutes) are still within the limits sought.

3) the programs must be interesting and hold the interest of the student. Comedy and drama are best for this, but for the sake of variety, well-made travelogues and documentaries are also useful.

III. ASSURANCES TO AND ASSISTANCE REQUESTED OF GIO AND TELEVISION STATIONS

As can be seen, this project is an educational effort carried on by a number of universities. The videotapes of the television programs will be used for educational purposes only. The videotapes themselves will remain in the language laboratories of the respective universities, and copies will be made only for participating institutions which abide by the accepted copyright regulations. Copies of supplementary materials developed for any videotape will be sent to the GIO and to the producing station for their perusal and comment.

The procedure for acquisition of videotapes by the project is a matter for discussion and mutual agreement. As we now envisage the procedure, shortly after a program is televised, we will contact the appropriate person at the television station, supply a blank tape, and request a copy of that program; payment of customary fees or other requirements will be observed by us. The tape will be returned to the Inter-University Program and then mailed to the project office at Stanford-Berkeley. The facilitative assistance of the GIO will be sought in expediting the procedures involved in exporting these videotapes.

IV. CONCLUSION

We sincerely believe that a cooperative project of this sort will make an enormous contribution, not just to the teaching of Chinese in the United States, but to the development of mutual understanding of the respective cultures and a deeper appreciation of the enduring values of Chinese civilization.

iii) INTER-UNIVERSITY CENTER FOR JAPANESE LANGUAGE STUDIES IN TOKYO

PROGRAM OBJECTIVE

The objective of the Center's ten-month intensive training in advanced Japanese is to enable a select number of college and university students to converse in Japanese with Japanese scholars, artists, businessmen, and diplomats, and to use Japanese materials for academic research or other professional study.

CENTER ORGANIZATION

The Center is governed by an Inter-University Committee of scholars representing eleven universities with strong, established graduate programs in Japanese studies. The Committee's Chairman is Howard Hibbett, Professor of Japanese Language and Literature at Harvard University; its Executive Secretary is Peter Duus, Professor of Modern Japanese History at Stanford University; and the Committee's administrative affairs are handled by the Center for Research in International Studies of Stanford University.

Delmer M. Brown, Professor Emeritus of Japanese history at the University of California, Berkeley, is Center Director; and Kiyoko Takagi, Lecturer in Japanese religious history at Tokyo University, is Associate Director. The Staff includes twelve full-time, experienced Japanese teachers who have prepared the Center's teaching materials and developed innovative methods of language instruction.

BACKGROUND

The ultimate justification for the Inter-University Center program in Japanese language lies in the national need for American specialists who can understand and communicate with Japan, a country whose interests are intertwined more closely with our own than are those of almost any other country in the world today.

Relationships that have developed between Japan and the United States over the past generation are complex and multifaceted and have made Japan as important for Americans as any major country in Europe. Politically and militarily Japan is our key ally in East Asia; economically she is our largest trading partner in Asia, and our second largest trading partner in the world; intellectually and culturally, her science and technology, as well as her arts and higher culture, have enriched our own significantly.

It goes without saying that the importance of Japan to the United States is likely to increase in the years to come. It is therefore essential that the United States maintain a group of well-trained and linguistically competent specialists on Japan. Without such specialists it would be difficult for Americans to gain a full understanding of Japanese society or communicate fully with its people.

With few exceptions business, political, educational and intellectual leaders in the United States do not understand or speak the Japanese language and most are not familiar with Japan's cultural traditions or prevailing social attitudes. In this respect. Americans are at a considerable disadvantage in comparison to the Japanese, who have made far greater efforts to study American society and to learn its language. At all levels of the government, business, and academic worlds there are Japanese who can communicate readily and effectively in English. The gap between Japanese and American manpower resources in this respect is enormous. There remains a crying need for young American professionals with an independent or fluent competence in Japanese.

To be sure, the Japanese language instruction in the United States has improved vastly over the past decade and a half as the result of a combined effort by the federal government, private foundations and a number of major universities. Over the past five years, for example, Japanese language enrollments at American universities have tripled. This trend is encouraging, but the fact remains that the absolute number of Americans with even marginal competence in Japanese remains quite small, and the number of Japanese specialists who are truly fluent in Japanese are nowhere nearly adequate to national needs. More academic specialists are required in higher education to replace retiring faculty or to fill new positions, and more linguistically competent business executives, lawyers, public officials, and other professionals are demanded by the ever-expanding number of economic, political, and other transactions between the United States and Japan.

ACHIEVEMENTS OF THE CENTER

Over the past fourteen years the Inter-University Center for Japanese Language Studies in Tokyo has trained nearly 350 young American specialists on Japan. Originally established as an overseas study center by Stanford University in 1960, the Center was taken over by a consortium of eleven United States and Canadian universities in 1963. It was organized as an inter-university operation, governed by an Inter-University Committee made up of representatives from the consortium universities and administered on their behalf by Stanford University. The goal of the consortium was to provide advanced university and college students planning lifetime careers on Japan with an intensive program in modern written and spoken Japanese of a kind that then existed neither in the United States nor in Japan. This goal has been achieved. Today the Center has become a unique national resource. There is simply no other single institution, either in Japan or in North America, that offers an advanced intensive Japanese language program with a teaching staff, teaching materials, and technical facilities of comparable quality.

Achievements of the Center have been considerable. First of all, it has cut the time needed to train Japanese specialists in basic language skills. At the time the Center was founded, four to six years were considered the minimal time required to attain a working mastery of Japanese. Under the Center's program a student can acquire such mastery in as little as two years (one year at the home institution, including a summer intensive course and one year at the Center). The commitment of time and expenditure of psychological anguish once associated with a decision to enter a career in Japanese studies by and large has been eliminated, making the field much more attractive than it once was for potential students. The acceleration provided by the program has also substantially reduced the cost of training students who no longer need to be supported an additional two to four years while working on language.

Second, the Center program, stressing as it does the need to develop effective control of spoken as well as written Japanese, has produced students with a better command of the language than any previous generation of language students trained in the United States. Japan specialists trained earlier could read and translate Japanese, but often had difficulty in spoken communication. By contrast, Center graduates at the end of their year are not only able to undertake routine tasks of daily life in normal colloquial Japanese, but can also carry on conversations of highly sophisticated levels of Japanese in their field of academic specialty.

Third, collectively, the Center graduates constitute some of the most able and gifted younger men and women engaged in academic or professional studies related to Japan. Nearly all have returned to the United States for work on advanced degrees or to pursue careers related to Japan. A majority of the recent PhD recipients in Japanese studies were trained at the center, and among younger faculty in the field, Center graduates have published significant work on Japan in their respective disciplines; others have entered business, law, and journalism; and still others have assumed positions of important administrative responsibility in higher education, foundation work, or government service. Center graduates, as a group, are playing a key role in promoting and maintaining communication between Japan and the United States.

It is widely agreed that the Center's continued operation is essential to the training of young men and women with the critical language skills so vital to the development of Japanese studies, and to create a new group of non-academic professionals able to speak and communicate effectively in Japanese in all spheres of contact. Considering how important such individuals are to the US-Japan relationship, it is not surprising to find that there is general recognition of the Center's long-term importance. As the final report of the ACLS-SSRC Sub-Committee on Japanese Language Training noted: "The discontinuation of the Center program would be a catastrophe for the field of Japanese studies, resulting in the loss of the most efficient route to competency in the language generally available to US students. It is the judgment of the Sub-Committee, therefore, that the establishment of a secure and continuing financial base for the Center and its program is the most urgent and immediate need in the field of Japanese language training.

ADMISSION

Twenty-eight students are admitted to the program each year, who (1) are degree candidates at any university or college either in the United States or abroad or intend to enroll in graduate school after the Center's program has been completed; (2) have achieved high grades in at least two years of university or college level course work in Japanese, or the equivalent; and (3) have taken the Center's Screening Test, which tests an applicant's ability to read modern Japanese, to read and write characters in the Toyo Kanji list, and to comprehend simple Japanese conversation recorded on tape.

Undergraduates who will receive their BA degrees at the close of the current academic year should be admitted to a graduate school at the time of applying, or provide evidence of an intention to apply for admission when the Center program has been completed. Graduate students, except those who have received professional degrees in law or business, should be active candidates for an advanced degree.

Experience has shown that highly motivated undergraduates or beginning graduate students are most likely to make the best use of the Center's program.

The Inter-University Committee encourages students to apply for admission as early as possible in their academic careers, when they can give their undivided attention to a mastery of the language that will be useful at late stages of professional training.

Requests for application forms should be addressed to:

Center for Research in International Studies
Room 200 Lou Henry Hoover Building
Stanford University
Stanford, California 94305

Applications must be received by February 15th.

BASIC PROGRAM

At the beginning of September a placement test enables Center teachers to set up classes (usually no more than four to a class) that will include students with roughly the same language competence. The first part of the three-hour Test measures a student's grasp of ordinary Japanese conversational usage and his/her reading ability. The second assesses his/her ability to discriminate between similar Japanese sounds and sentences and to understand simple Japanese conversation. The third is an interview in Japanese recorded on videotape. (Similar interviews are recorded in February and June, enabling the student and his/her teachers to assess progress in speaking and understanding Japanese.)

The Center's ten months of full-time study, drill, and use of oral and spoken Japanese at the advanced level has four principal divisions:

1. Intensive Review, lasting about one month and divided into (1) MORNING CLASSES (meeting for three one-hour periods that begin at 9:45 and end at 12:35) on spoken Japanese; and (2) AFTERNOON CLASSES (beginning at 1:30 and ending at 3:00) on reading and oral comprehension.

The MORNING CLASSES use a Review Text prepared by Center teachers and published under the title of Basic Japanese--A review Text. This book and the ten tapes that go with it are meant to give students a fast and intensive review of Japanese grammar and to help them use this grammar in Japanese conversation. One of the twenty lessons is taken up each morning, completing the review by about the first of October.

The AFTERNOON CLASSES are focused on excerpts from high school texts on Japnaese politics, Japanese economics, and Japanese society and thought. For each excerpt the student receives a list of the more difficult terms translated into English. Approximately twenty excerpts from the three texts are studied during the six weeks set aside for this part of the review program. A portion of each afternoon class is used for special exercises, prepared by Center teachers, to improve the student's comprehension of spoken Japanese. These are taped Japanese conversations occurring in a number of daily-life situations.

2. An Integrated Course on Spoken and Written Japanese is the core segment of the Center's intensive instruction in advanced Japanese. It is divided into two sections taught concurrently from around the first of October to the first of March: MORNING CLASSES for intensive training in spoken Japanese, and AFTERNOON CLASSES for intensive training in reading and oral comprehension.

The MORNING CLASSES work with texts prepared by the Center and entitled Integrated Spoken Japanese. The two volumes, plus an index, of Integrated Spoken Japanese I have been published, and Integrated Spoken Japanese II is being prepared for publication. The two volumes of ISJ-I include some 500 patterns, usages, and constructions used in spoken Japanese beyond the beginning level; and ISJ-II provides guidance for spoken Japanese used in lectures and public meetings. Every student has a tape of each lesson, usually completed in one week. The first of the three morning hours aims to help the students understand how particular patterns are used; the second is to drill him/her in the use of such patterns; and the third is to facilitate the use of these patterns and constructions in free conversation. Morning study of spoken Japanese is supplemented with special exercises in pronunciation, kanji study, and sentence composition. Each student also receives one hour of tutorial instruction every week. The completion of each part of the Integrated Spoken Japanese course is followed by a comprehensive examination.

From October to December the AFTERNOON CLASSES on integrated reading and oral comprehension are focused on daily newspaper items and daily TV newscasts on the same subjects. Each class takes up a different news article almost every day. For class preparation each student is given (1) a xerox copy of a newspaper article; (2) a list of key words and phrases translated into English; (3) a tape recording of a TV newscast on that same subject; (4) a list of key words and phrases--translated into English--of that TV newscast. In class, difficult points of both the newspaper article and the TV newscast are explained and discussed in Japanese.

Between December and the end of February each student is usually assigned to an AFTERNOON "reading group" for the study of general readings in one of the following fields: (1) early Japanese history; (2) modern Japanese literature; (3) Japanese society; (4) Japanese politics; or (5) Japanese law. Each "reading group" is taught by a teacher who has an interest in that field and who has prepared a number of articles and chapters, written by specialists, that introduce the student to the language of that field and to some of the major issues and problems being currently investigated. Two volumes on early Japanese history, prepared by Center teachers for use by reading groups, have been published by the Japan Foundation. Other volumes are being prepared for publication. Each student has his/her copy of the reading material, which usually includes lists of complicated terms translated into English. Study in a "reading group" is supplemented by TV cultural programs for oral comprehension.

3. Advanced Work in Spoken and Written Japanese, beginning after about the first of March, provides more advanced instruction in both spoken and written Japanese. Since attempts are made to relate this phase of the program to the special interests of the individual student, and to the level of his/her competence in Japanese, a large proportion of the instruction is tutorial in character.

For more advanced training in spoken Japanese, students are introduced in MORNING CLASSES to a wider range of TV programs and given opportunities to use what is heard in free conversation. Students are also provided the option of reviewing the Integrated Spoken Japanese I course covered bewteen October and February. But primary attention is given to tutorial instruction that gives each student an opportunity to carry on conversations in Japanese about subjects in which he/she has a special interest.

For more advanced training in reading a student may opt to participate in an AFTERNOON "reading group" different from the one taken in the previous period. But if he/she is a graduate student whose research field is firmly established, he/she may read materials in that particular field with a tutor who has related interests. In certain cases the Center may employ an outside tutor who has had, or is taking, graduate work in that particular field.

4. An Oral Report Recorded on Videotape, the last TV recording, comes at the close of the program and gives each student an opportunity to have his/her say--in Japanese--about anything that is on his/her mind: current interests or problems, strengths and weaknesses of the Center's training program or achievements and plans in research. The student's statement (no more than ten minutes long) is followed by questions and answers about the report. By comparing this recording with earlier interviews, the student and his/her teachers can make a somewhat accurate and objective assessment of the progress that has been made during the ten months of Japanese language study.

PROFESSIONAL REFRESHER COURSE

In order to provide post-doctoral scholars or other qualified professionals with an opportunity to refurbish and improve their skills in spoken and/or written Japanese, the Inter-University Committee has authorized the establishment of an intensive twelve-week course for those who have completed at least two years of college-level work in

Japanese or the equivalent. Applicants are asked to take the written portion of the Center's Placement Test. Admission may be denied if the applicant's score is excessively low or excessively high. No more than four will be admitted in one year, and the Center will not admit applicants who require individual tutorial instruction.

Only one class of no more than four scholars will be organized in a single year. It will be taught by a regular instructor of the Center, begin in mid-September, and last twelve weeks--ending before Christmas. The three one-hour morning meetings, held daily from Monday through Friday, will be devoted to the Center's Integrated Spoken Japanese course (see above). If the scholar wishes to take the reading and oral comprehension part of the course as well, he/she will attend a meeting held three times a week between 1:30 and 3:00 p.m. and work on Center's lessons taken from (1) Japanese high school textbooks on Japanese politics, Japanese economics, and Japanese society and thought; (2) recent items from Japanese newspapers; and (3) TV programs integrated with (1) and (2). Each participant is required to take the Integrated Spoken Japanese part of the course, but the written and oral-comprehension portion is optional. Everyone is expected to attend the whole of every class meeting. Regular Center holidays will be observed.

The fee for the Integrated Spoken Japanese part of the course is $1,200, and for both $1,500. Fees are payable in advance and cannot be refunded or pro-rated.

VIDEO TEACHING MATERIALS DEVELOPMENT

In 1971 the Center staff began experimenting with the development of video materials for advanced language training, a field of pedagogy still relatively undeveloped in any language field. In 1974, a contribution from the Ford Foundation and the cooperation of the Sony Corporation made possible the purchase of video cassette recorders and assorted equipment for the full utilization of video materials in the Center's regular language training program. With this equipment the Center has produced an integrated series of video materials which greatly enhance effectiveness of the Center program. The techniques and materials it has developed may also serve as models for training programs in other languages to follow. For example, the Center has assisted the Inter-University Program for Chinese Language Studies in Taipei in developing its own videotape capacity.

Between 1974 and 1977, the Center staff, with partial support from a grant from the Rockefeller Brothers Fund, developed the following video teaching materials: (1) selected video materials such as news broadcasts, news analysis, panel discussions, and in-depth current affairs programs which are integrated with newspaper and magazine articles for use with the Center's Integrated Spoken Japanese textbook; (2) a series of four videotape lessons focussing on nongrammatical aspects of spoken Japanese (such as end-particles, response words, emphasis, and pause words); (3) a series of videotape lessons centering on video-recorded discussions, lectures, and informal conversation styles aimed at training students in effective communication in real-life situations as distinct from mastery of textbook patterns' and (4) video materials suitable for advanced language instruction.

Development of video teaching materials is a continuing activity of the Center. In 1977-1978 the oral comprehension segment of the program was redesigned to include new audio tapes as preparation for the videotape materials. The tapes are recordings of conversations ranging from such real-life situations as boarding a train (with station noises included) to discussions of a chart in a newspaper.

TEXT MATERIAL DEVELOPMENT

The Center has developed its own printed textbook materials, many of which are used by other Japanese language training programs, both in Japan and elsewhere. These textbooks are based on sound linguistic principles, as well as on the practical experience of staff in teaching advanced students. There is probably no better set of intermediate spoken Japanese language textbooks than that developed by the Center. Nevertheless, further refinement and improvement of textbook materials is a continuing activity of the Center. For example, there was some needless duplication in the major Center texts (Integrated Spoken Japanese I, Integrated Spoken Japanese II, and Integrated Spoken Japanese III). During the 1977-1978 year these materials have been reorganized and streamlined. Much of the duplication has been removed, and the whole program has been made more systematic. This improvement whill enable students to complete this portion of the program faster and more efficiently, and it will provide them with additional time for tutorial instruction in the last half of the program. The revision may also make the textbooks more useful to other institutions.

Similarly, supplementary materials used at the Center are constantly being revised and improved. A new set of pronunciation drills has been developed to replace those used previously in the first six weeks of the program. The improved pronunciation drill materials are available for a period of twelve weeks, and they are more compact and systematic than previous materials. Instructional materials have also been developed to assist students in learning how to write letters or postcards on matters about which foreign students may have occasion to write, ranging from requests for recommendations to New Year's greetings.

The continuing development of written instructional materials is an essential part of the program. The teaching staff regard this as part of their normal responsibilities, and an important portion of staff time is devoted to this activity. The result has been a constant upgrading in the quality of instruction and enhancement of students' skills.

CENTER JOURNAL

The Center publishes an annual journal for distribution to Japanese language departments and other educational institutions engaged in teaching Japanese, both in Japan and abroad. The journal is an outlet for the results of research related to the content and method of Center instruction, especially the techniques of teaching advanced Japanese intensively in Japan. The first issue published in June 1978 deals with the history and present situation of the training program at the Center. Subsequent issues will consider more specific problems.

The journal provides a means of disseminating information about the Center's unique and pioneering language training methods and is intended to help raise the level of Japanese training at other institutions.

OTHER ACADEMIC ACTIVITIES

In addition to the language training program, the Center attempts to provide students with other educational opportunities. Two afternoons each month are set aside for such activities. One such activity is a series of monthly lectures by distinguished American or Japanese scholars. At the beginning of the year these lectures are given in English, but during the middle and end of the year, when student abilities have advanced, they are given in Japanese. These lectures enable students to widen their acquaintance with the Japanese academic and scholarly community while providing them with practice in oral comprehension. Another type of academic activity is planned field study visits to places such as museums, the National Diet, government agencies, factories, and the like. These activities, begun on an experimental basis in 1977-1978, broaden students' familiarity with all aspects of Japanese society and culture while giving them the opportunity to speak and hear Japanese outside the classroom.

ATTENDANCE FEE

In 1978-1979, each student is charged an attendance fee of $3,000 for the ten-month program, paid in four equal payments after September. Attendance fees are paid directly to the Center for Research in International Studies at Stanford, The fee will be $3,500 in 1979-1980 and $4,000 in 1980-1981.

FINANCIAL AID

The Center has a limited amount of funds for fellowships and grants-in-aid. However, students should make every attempt to finance their year at the Center by securing financial support from their own universities or other sources, or by using savings since Center fellowships will not be awarded to all who are admitted and in no case will such awards be sufficient to cover the whole of tuition, travel, and living costs.

Graduate students are urged to apply for a Foreign Language and Area Studies Fellowship, a Foreign Area Fellowship, or a Fulbright-Hays Fellowship (if applicable), that will permit them to take the Center's program for the full ten months. Students applying for these fellowships are reminded that the application deadlines are sometimes as early as October of the previous year.

The Inter-University Committee's Selection Committee makes the following awards: (1) 10 Japan Foundation Fellowships paying 140,000 yen a month for 10 months, plus air travel to Tokyo (and possibly back home); (2) College Women's Association Fellowships for two female students, paying 100,000 yen a month for 10 months; and (3) 10 or so grants-in-aid, awarded on the basis of need, from $45,000 provided by the Inter-University Committee's Selection Committee awards fellowship and grants-in-aid from money provided by the Japan Foundation, the College Women's Association of Tokyo, the United States Office of Education, and universities that sponsor the Center.

CENTER FUNDING

In addition to receiving scholarships and grants-in-aid (noted above) for students, the Center receives funds for meeting operational costs from attendance fees paid by participating students and from annual grants made by the United States Office of Education, the Japan Foundation, and the Japan-United States Friendship Commission. The Inter-University Committee has recommended that each of the universities represented on the Committee contribute $4,000 annually to the Center for scholarships.

PERSONNEL AND FACILITIES

a. The Inter-University Committee

The Center functions under the governance of an Inter-University Committee composed of representatives from eleven major graduate centers of Japanese studies in the United States and Canada. The Committee exercises complete authority over all Center operations. It meets annually to conduct its regular business, which includes review and approval of the budget, setting of policy, selection of the Center director, and all other matters relating to the Center or its administration that may require attention. Committee members also serve from time to time on the student Selections and Awards Sub-Committee, participate in intensive review of the Center program, and perform numerous other tasks on behalf of the Center. The release of faculty time to Inter-University Committee business is a major contribution to the Center by participating institutions, which also provide crucial support by allowing their fellowships and scholarships to be activated in the Center program. The Inter-University Committee members in 1977-1978 are:

Howard Hibbett, Chairman
Professor of Japanese Language and Literature
Department of Far Eastern Languages
Harvard University

Peter Duus, Executive Secretary
Associate Professor of History
Stanford University

Robert H. Brower
Professor of Japanese Literature
Department of Far Eastern Languages and Literature
University of Michigan

John Howes
Professor of History
University of British Columbia

Marius Jansen
Professor of History
Princeton University

Edwin McClellan
Professor of Japanese Language and Literature
Department of East Asian Languages and Literature
Yale University

Kozo Yamamura
Department of Asian Language and Literature
University of Washington

Tetsuo Najita
Professor of History
Department of Far Eastern Languages and Civilizations
University of Chicago

Agnes Niyekawa Howard
Professor of Japanese
Department of East Asian Languages
University of Hawaii

H. Paul Varley
Professor of Japanese
Department of East Asian Languages and Cultures
Columbia University

. Administrative Agency

Day-to-day administration of the Center is delegated by the Committee to its administrative agency, Stanford University. The Executive Secretary, Peter Duus, is a Stanford professor whose vita follows:

Degrees:	BA	Harvard University 1955
	MA	University of Michigan 1959
	PhD	Harvard University 1965

Employment: Assistant Professor, History, Washington University, 1964-1966
Assistant Professor, History, Harvard University, 1966-1970
Associate Professor, History, Claremont Graduate School, 1970-1973
Associate Professor, History, Stanford University, 1973-present

Publications: Party Rivalry and Political Change in Taisho Japan, 1968.
Feudalism in Japan, 1969; second edition, 1975
The Rise of Modern Japan, 1976
Numerous articles and book reviews.

. Director

The Director of the Center is an American scholar chosen by the Inter-University Committee. Under the supervision of the Committee, he is responsible for all academic and administrative operations in Tokyo. Of the four directors who have previously served at the Center, two have been professional linguists (Roy A. Miller, Professor of Japanese, University of Washington; and Everett Kleinjans, Professor of Linguistics and Chancellor, East-West Center, University of Hawaii), and two have been literature specialists with linguistic training and extensive experience in Japanese language instruction (Robert H. Brower, Professor of Japanese, University of Michigan; and

Kenneth D. Butler). The current Director is Delmer M. Brown, a professional historian with long academic and administrative experience in Japan. His vita is as follows:

Degrees:
- AB Stanford University, 1932
- MA Stanford University, 1940
- PhD Stanford University, 1946

Employment:
- Lecturer in English, Dai shi Kōtō Gakko, Japan, 1932-1938
- Teaching Assistant, History Department, Stanford University, 1940
- Officer in the United States Navy, 1940-1946
- Assistant Professor of History, University of California at Berkeley, 1946-1950
- Associate Professor of History, University of California at Berkeley, 1950-1956
- Professor of History, University of California, Berkeley, 1956--Emeritus, 1977--

Temporary Employment and Leaves:
- Consultant for the US Army in Japan, Summer 1948
- Representative for Asia Foundation in Hong Kong, 1953-1954
- Representative for Asia Foundation in Tokyo, 1954-1955
- Senior Research Fulbright Fellow in Japan, 1959-1960
- Senior Research Fellow, East-West Center, Honolulu, 1963-1964
- Director of California Abroad Program, Tokyo, 1967-1969
- Sa-batical and Berkeley Humanities Fellow, Kyoto, 1975-1976.

University Appointments:
- Chairman, Department of History, 1958-1960
- Chairman, University of California State-Wide Budget Committee, 1966-1967
- Chairman, Berkeley Division of Academic Senate, 1971
- Chairman, Department of History (second term), 1972-1975

Publications:
- *Money Economy in Medieval Japan*: *A Study in the Use of Coins*, 1951
- *Nationalism in Japan*: *An Introductory Historical Analysis*, 1955.
- *Studies in Shinto Thought*, 1964
- *Today's World in Focus*: *Japan*, 1968
- *The Future and the Past*: *A Translation and Study of The Gukanshō, An Interpretative History of Japan Written in 1219*, In Press.
- Numerous articles and book reviews.

Instructional Staff

The instructional staff of the Center has been assembled with great effort and care over the past fourteen years, and is an able, dedicated, and experienced group. It is presently composed of twelve full-time instructors and three part-time instructors.

Takagi, Kiyoko, Associate Director
BA, Ochanomizu Women's College (Philosophy), MA, PhD,
University of Tokyo, (Comparative Religions)

Arahari, Kazuko
BA Chiba University (German Literature)

Fukuchi, Tsutomu
BA, MA Sophia University (Linguistics)

Mitzutani, Nobuko
BA, University of Tokyo (English Language)
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Takai, Tsuneyoshi
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INTER-UNIVERSITY CENTER FOR JAPANESE LANGUAGE STUDIES IN TOKYO ENROLLMENT BY INSTITUTIONS

INSTITUTION	TOTAL	61/62	62/63	63/64	64/65	65/66	66/67	67/68	68/69	69/70	70/71	71/72	72/73	73/74	74/75	75/76	76/77	77/78
Alfred University	1										1							
Arizona, Univ. of	1											1						
Barnard	4					1			1	1								1
Brigham Young	1	1																
British Columbia, U. of (Can.)	5			1					1					1			2	
Bryn Mawr	1					1												
Calif., U. of (Berkeley)	44		2	1		2		2	1	3	1	4	7	6	2	1	8	4
Calif., U. of (Los Angeles)	4						1				1			1	1			
Cambridge Univ. (Eng.)	1														1			
Chicago, Univ. of	20							1	1	2	2	1	1	1	2	1	5	3
Claremont	7				1						1		2	2			1	
Columbia Univ.	34				1	3	2	3	4	1	4	1	1	1	1	5	4	3
Cornell Univ.	3				1							1						1
Dartmouth	2		1								1							
Douglass Coll. (Rutgers)	1		1															
Georgetown Univ.	1																1	
Harvard Univ.	37		2	2	1	1	3	1	3		4	1	4	5	3	4	1	2
Hawaii, Univ. of	8						1				2	1	1		2	1		
Indiana, Univ. of	3			1		1												1
Johns Hopkins Univ.	1																	1
Kansas, Univ. of	4			2										1	1			
Kent State Univ.	1																	1
London, Univ. of (Eng.)	2		1		1													
Manhattanville	1									1								
Mass. Inst. of Tech.	1																	1
Michigan, Univ. of	48		3	5	1	2	3	3	1	4	4	3	5	2	5	5	1	1
Minnesota, Univ. of	2				1										1			
Occidental Coll.	1																	1
Ohio State Univ.	1														1			
Oregon, Univ. of	4				1	1										1	1	
Oxford Univ. (England)	3							2		1								
Pennsylvania, Univ. of	3											1	1					1
Pittsburgh, Univ. of	2													1	1			
Princeton Univ.	27		2	1	2	2	1	1	2	2	1	3	1	4		4	1	
Radcliffe Coll.	2																1	1
Southern Calif., U. of	3				1	1					1							
*Stanford Univ.	99	22	23	4	2	3	4	4	5	5	2	5	5	3	4	3	4	1
Swarthmore	2															1		1
Texas, Univ. of	3			1						1			1					
Toronto, Univ. of (Can.)	1																	1
Vermont, Univ. of	1		1															
Virginia, Univ. of	1																1	
Washington Univ.	1														1			
Washington, Univ. of	20		2	4	1	1	1		1			1			4	1	1	3
Wisconsin, Univ. of	3														1	1		
Yale Univ.	22		1		3		1	1		4		2	2	1	3	1		3
TOTALS	437	23	39	22	17	19	17	18	20	25	25	25	31	29	34	29**	33	31

*The heavy enrollment for Stanford was primarily during the first two years when IUC was a Stanford Center.

**One student was not affiliated.

iv) AMERICAN INSTITUTE OF INDIAN STUDIES

REPORT ON LANGUAGE PROGRAMS

Introduction

A consortium of 32 American universities, the American Institute of Indian Studies was set up in India in 1962 to support the advancement of knowledge and understanding of India primarily through studies in that country by Americans. In pursuit of these objectives, the principal activities of the Institute have, therefore, been (a) appointment of fellows through a national competition under several categories; (b) teaching of Indian Languages; (c) organizing seminars and workshops, (d) sponsoring group projects; and (e) providing administrative and research-related facilities to scholars and students from the United States of America.

The Institute is governed by a Board of Trustees who are elected designated representatives of member institutions. Policies and programs formulated by the Board are executed by an Executive Committee through its president assisted by several committees (such as the Language Program Committee, Committee on Art and Archaeology and, a Publications Committee) and officers both in the United States and India.

AIIS Offices

While the Home Office of the Institute is located at the University of Chicago, the Indian headquarters are at New Delhi with Regional Centers at Calcutta, Madras, Poona, a Language Training Center at Madurai, and a special Art and Archaeology Research Center at Varanasi (Benares).

Language Programs

General

Origin of the Language Program activity may be traced to 1963 when an intensive Language Training Unit was added to the facilities offered by AIIS to its awardees, under the supervision of Dr. D. P. Pattanayak who was hired as the Chief Linguist. Eight-week intensive Language Courses were set up and offered in Marathi at Poona, Hindi/Urdu at New Delhi, and Bengali at Calcutta so as to enable the AIIS grantees and their spouses either to learn the language or to brush up their previous skills. A seminar on Language Training was organized in 1966 and the proceedings were published. One hundred, thirty-six tapes covering materials in Hindi, Oriya, Bengali, Marathi, Sanskrit, and Tamil and an Advanced Hindi Reader, were prepared. Realizing the role of knowledge of a local language in understanding any culture and considering the growing demand from the American scholarly community interested in Indian studies and recognizing the fact that the language training can most effectively be given in the place in which the languages are spoken, the AIIS Board of Trustees resolved in 1968 that the Institute should offer advanced regular courses in major Indian languages with a view to helping graduate students acquire language competence so as to become fluent in speaking, reading, comprehension, and writing. As a result of this Resolution, a Language Committee consisting of linguists and language teachers, both from the United States and India, was appointed to go into the question of organizing Language Programs in India including preparation of teaching materials, selection process, course offerings, evaluation process and testing devices. The above Committee recommended that the Institute should organize advanced Language Programs to begin with in Hindi, Urdu and Tamil and suggested that other major Indian Languages be added depending upon the success of the first program and availability of funds for the additional languages. The Office of Education of the United States government was then requested for neccessary funding and with their generous support the AIIS was able to bring a group of eight American graduates to India during the academic year 1968-1969 to learn Hindi and Urdu at New Delhi while the intensive training program at Poona and Calcutta continued as before. Since then the program has continued, with some fluctuations, and the Institute has brought 230 participants as will be noted in the enclosed chart.

Until 1972-1973 the Institute administered these programs independently. In 1973 the Government of India became a bit sensitive and asked the foreign institutions either to leave or to operate in collaboration with Indian institutions. Because of this requirement some American programs closed down but fortunately the AIIS programs survived the shock. As a result, we collaborated with the following Institutions:

1. Central Institute of Hindi, New Delhi : Hindi
2. Jamia Millia Islamia : Urdu
3. Poona University : Marathi
4. Madurai University : Tamil
5. Rama Krishna Mission in Calcutta : Bengali
6. Andhra University : Telugu

Arising out of this situation the Language Program was split into (a) a Core Program and (b) a Bridge Program. While the Bridge Program (80 per cent of the language instruction) is handled by the AIIS Faculty, the Core Program (20 per cent) is handled by the Indian Institutions concerned. Details of the Core and Bridge programs appear in Appendix 2. The collaboration has accidentally proved very healthy and useful, in a way, as most of the above institutions have language training programs for both natives and foreigners. Through this association both the AIIS faculty and students have gained a lot of new experience with respect to methodology and teaching materials.

The Government of India has very much appreciated AIIS association with the above Institutions and in recognition of it they have given us blanket permission to organize programs in any Indian language and bring any number of participants without further bureaucratic action. During the first year though the Institute used the materials produced under the able guidance and direction of Dr. Pattanayak, in the successive years the teaching materials were produced considering the needs and expectations of individual students concerned. The materials were produced under the guidance of the Chairman, AIIS Language Committee, and eminent Indian linguists and language teachers.

Program Planning

The Objective

The objective of the Program ever since the language teaching activity was undertaken by the Institute in 1968 has been to help graduate students (and some undergraduates) from American universities and colleges to acquire language competence so as to become fluent in speaking, reading, comprehension, and writing in one of the major Indian languages. In doing so, a careful attempt has always been made to avoid application of methods that could equally well be used in an American classroom. Therefore, the Program includes conversational sessions, individualized instruction, field visits, and individual projects in related fields of interest, thus enabling the participants to acquire competence in the language concerned for use either in research, or to become language teachers in the United States, or to use the language knowledge in pursuit of the profession each participant chooses.

The AIIS language program is faced annually with the following questions:

a. What should be the size of the Program? (Dependent on amount of funding available)
b. Who should be awarded a Language Fellowship?
c. Which languages should be taught?
d. How should the Program be organized in view of past experiences and observations?
e. What controls should be introduced to make the program effective, well-accepted, and efficient?

The AIIS Language Program Committee then proposes a program of study of the more important languages based on the amount of funding available. Announcements inviting applications are then sent to colleges and universities throughout the US. Applications received are screened by a Selection Committee appointed by the AIIS Executive Committee, with the Language Committee Chairman serving as the Chairman of the Selection Committee.

While the AIIS Office in Chicago is making plans to (a) finalize the selection of participants; (b) submit budget proposals to the Office of Education for necessary funding; (c) arrange orientation for the participants before departure from the US; and (d) make necessary travel plans for the participants to leave the country in time, the Indian Offices of the Institute negotiate with Indian educational institutions which will offer the Programs (so as to meet with Indian Government requirements), obtain Indian Government approval for instituting the Program (which has now been given on a "blanket" basis), arrange visa authorization for the selectees, hire necessary personnel for the program, arrange housing for the selectees, organize an orientation program, Placement Tests, and prepare an Information Bulletin giving the following information for circulation among selectees:

Academic arrangements:	Indian Government Requirements, Course Content, Duration of the Program, Orientation, Placement Tests, Interviews, Attendance, Monthly Tests, Examinations.

Information on local travel in India.

Housing Arrangements.

Financial Support.

General Information: Including Temperature, What to Bring from USA, Clothing, Customs Regulations, etc.

In addition, the Director's Office in India circulates a language proficiency or "placement" Questionnaire among the selectees before their arrival in India (as per Appendix 3) so as to be able to make necessary arrangements for the students. Based on responses to the Questionnaire, the Language Program Supervisor then initiates necessary procedures in order to prepare teaching materials before the arrival of the students, so as to meet the participants' expectations and requirements.

Due to uncertainty of future funding, upon expiration of the grant period the Institute terminates all arrangements for the previous program and then reorganizes the whole Program as soon as a new grant instrument is received for the next Program. For example, all arrangements made for 1977-1978 were terminated in May, 1978. Arrangements such as renting of quarters for the language instruction, staffing for the Program, renting furniture, installation of telephone connections, etc., will have to be redone for 1978-1979.

The group arrives in New Delhi normall in mid-August whereupon they are given a few days to attend the Orientation Program organized by the Institute in New Delhi and to settle in at their respective destinations (Madurai, Calcutta, etc.) before the group jumps into the classroom situation.

Orientation Program

An Orientation Program is arranged for the group as a whole. The following subjects are normally covered:

culture and language of India
overview of the language program
geography and language distribution in India
varieties of spoken Hindi
university life in India and the US
medical advice
living in India
higher education in India
religious aspects of India
youth movements in India
social changes in India
administrative and financial arrangements

Language Instruction

The participants must be enrolled as regular students at Indian Institutions as required by the Government of India. After the enrolment, the AIIS faculty administers a Placement Test to the group and a Joint Committee of the collaborating institutions and the AIIS faculty later interviews the participants individually so as to be able to assess their requirements and expectations in the Program. The Placement Tests, among other things, include questions on grammar, vocabulary, and phonological perception with the objective of measuring the level of competence of each student in order to allow for such grouping by ability.

The first semester of the Program is devoted to intensive training in spoken drills to help the students acquire proficiency in the four language skills, e.g., speaking, reading, comprehension,and writing, and to enable them to communicate in different situations, to understand native speakers,and to make themselves understood by them. Going beyond this, we also attempt to teach the students the finer nuances of the language, idiomatic and colloquial usages,and technical vocabulary of their respective special areas, so that they could use the language to appreciate literature and as an aid to their research work. Language learning of course is not limited only to acquiring the four skills but also involves a complete cultural experience. The Program therefore also aims at exposing the students to all kinds of cultural experiences so that they could also learn the language as the carrier of culture of the community. Teaching schedules therefore include pattern drills, sound and intonation drills, basic vocabulary, translation and tutorials. Recently we introduced a weekly session on Indian Culture in which folk songs of India are taken up.

The course outline adopted for the Program appears at Appendix. AIIS Faculty normally follow the following weekly schedule:

1.	Pattern Practice	3 hours per week
2.	Vocabulary	1 hour per week
3.	Colloquial Expressions	1 hour per week
4.	Conversation	1 hour per week
5.	Translation	1 hour per week
6.	Socio-cultural matrix	2 hours per week
7.	Seminars	2 hours per week
8.	Intonation	1 hour per week
9.	Written work	1 hour per week
10.	Listening	1 hour per week
11.	Culture class	1 hour per week
12.	Tutorials	3 hours per week
13.	Functional grammar	2 hours per week
14.	reading	2 hours per week

Apart from the above schedule, the students are given the option of taking three tutorials a week if they so desire and most of them opt for it. This is particularly true of the smaller programs, e.g., Madurai and Calcutta.

Before the winter break students are asked to evaluate the Program. They give many valuable suggestions which are then considered and implemented as far as possible. Based on these suggestions, some classes and conversation groups are then rearranged according to the interests and proficiency levels of the students.

Field Trips and Cultural Exposure

In addition to classroom instruction, students are taken to visit historical places, plays and movies in the company of the Instructors.

They also visit dance concerts and concerts on an individual basis. Extra-curricular activities include learning Hindustani and Cannatic Classical music, dance, Indian cookery, etc.

Tests and Exams

In the beginning of the Program a Placement Test is given to the students, consisting of three parts, i.e., grammar, vocabulary, and phonology. The same tests are repeated once every month. The results show marked improvements on the part of the students, especially of those who start at a low level. The tests also show the teacher where lack of clarity exists on their part, leaving scope for future improvement in teaching. These tests help the students to evaluate the teaching process and the program in general. Most of their suggestions are implemented and suggestions given in the final evaluation are considered for future implementation.

As required by the Government of India regulations, the final examination is administered by the collaborating institutions to all foreign students; usually our students take the first two or three positions at the top of the scale. Term papers are a part of the final examination. A sample of the term paper topics in the New Delhi program is given below. They are assisted by the AIIS Faculty in planning, organizing, and writing these papers:

Literary study of working class people in Hindi speaking cities.
Use of 'apna in Hindi.
Contribution of writings of three Indian women in the Freedom Struggle of India (in Hindi).

The Program concludes in the third week of April when Convocations are convened to award degrees to our students.

Program Evaluation

The program is evaluated using (a) prototype tests developed by Franklin Southworth of the University of Pennsylvania; (b) questionnaires prepared by the Language Committee; and (c) personal interviews by:

1. Chairman of the AIIS Language Program Committee. He administers a questionnaire to the participants and later interviews them individually and collectively to assess Program performance academically and administratively.

2. The AIIS President twice a year during his presidential visits to India.

3. The participants themselves every quarter during the program period.

Based on the Evaluation Reports, necessary adjustments are made where-ever possible.

Language Laboratory

Much that is done in language laboratories in the United States is not necessary in India where more instructors' time is available and where the students have access to monolingual native speakers. However, as stated earlier, the AIIS has set up a small language laboratory with some locally manufactured equipment including tape recorders, which have already outlived their utility, a small projector with slides; and about 200 tapes prepared by the Institute. Much more needs to be done in this field but scarce funding, particularly foreign exchange, makes it impossible. Audio-visual materials using TV, films, drama, and radio are slowly being developed both in India and the US and will gradually be made more use of.

Library

With generous funding from the Office of Education a small reference library has been set up in Delhi and Madurai for the use of the students. We have about 1500 volumes in Delhi and about 500 in Madurai; about 100 volumes are added each year to these libraries.

Personnel

Language instruction is provided by the highly competent staff of the Institute. No language teachers known to the Program Directors have received such high praise as the AIIS instructors who have worked during the last decade with our students. The staff all have MA degrees in Linguistics and in one of the languages. Our Language Instructor In Charge, Mrs. Nigam (who is tri-lingual) has ten years' experience in teaching AIIS students, in addition to fifteen years teaching experience in one of the colleges. She knows English, Bengali and Hindi. She is especially interested in Drama. AIIS Language Committee has set up a ratio of 1:3, i.e., one instructor for three or less students. Based on this ratio, AIIS has two full time instructors in Hindi, namely, Mrs. Veena Mehta and Mrs. Ranjana Joshi, in addition to the instructor In Charge, Mrs. Nigam. We have an Urdu instructor at Delhi for one or two students. In Madurai we have Mrs. Muthu Chidambaram and Mrs. Sarkar is our Bengali teacher in Calcutta. Soon we will have another instructor for Telugu at Andhra University in Waltair.

Materials Production

The well-trained AIIS faculty has produced a lot of teaching materials during their off time. A few samples are enclosed. While the following Hindi materials have already been published with a grant from the Office of Education. the remaining materials in Hindi, Urdu, Tamil, Bengali and Marathi have been mimeographed and circulated among the interested parties such as South Asian Studies Centers in the United States, AIIS Trustees, etc.

Published Hindi Materials

Advanced Hindi Reader, Hindi Phonetic Drills, A Book of Basic Vocabulary, Intonation Reader, Workbook for Advanced Hindi Students

Diglossia

The languages of India have a special problem with diglossia (see special report #10 in this general report) which makes access to the spoken language less easy than access to the literary language. More research needs to be done in general on the sociolinguistics of this problem, but it is clear that any materials development done in the future by AIIS staff, especially in the case of Tamil, will have to come to grips with this problem. We foresee more use of radio, film, and eventually TV materials to help gain access to the spoken language. We also need to investigate how and when different levels of language are used in daily life so as to enable students to use the appropriate level at the appropriate moment. As more research in sociolinguistics proceeds both in India and at home, we will gain knowledge in how to help students deal with this aspect.

Tutorials and Class Size

The strength of the AIIS language program lies in the diversity of the linguistic scene in India. We try to offer instruction in the most important languages of India and since we have usually around a dozen awardees per year, divided among four or more languages, it means that classes are small and can be offered on an individualized basis. By the end of the year students are usually able to work on special areas of interest to them and can return home with skills that enable them to finish degree work (usually MA) very quickly.

Place of English in India

Because of the historical place of English in India and its continuing use as a lingua franca as well as in business, banking, tourism, and higher education in India, students wanting to learn an Indian venacular are often confronted with a barrier to that language. Many Indians speak good English and want to practice it. Moreover, English is used by many Indians in interaction among themselves and cannot be expected to stop using English in the presence of foreigners learning Indian languages. What we need to learn is how to sidestep such situations and funnel students into linguistic situations where they can use their Tamil or Hindi and gain confidence in their use.

Part of our orientation program and part of our ongoing work with students must be devoted to examining how better to help students gain access to the language they are studying. There is no tradition of foreigners in India learning an Indian language so that Indians are used to speaking English instead of vice-versa. As the use of Indian languages gains prestige in the coming years, the naturalness of speaking an indigenous language will increase and this problem should fade away. This is already more the case with Hindi than it was, and some changes are already happening in Tamil and other languages, too.

Conclusion

In conclusion, it seems that our program is in good shape and will most certainly improve given improved relations between India and the US. However, with the decline of availability of PL480 rupee funds, we may be faced with different kinds of problems. The Institute is working to develop an independent permanent source of funds but most probably we may have to start charging fees for access to the program, which we have not had to do until now. This will make a difference in the kind of student who applies to our program but this will probably be a healthy change.

We also hope to re-institute our summer intensive program now that the Government of India will permit it, but this will also depend on the availability of funds.

AAIS - Attachment

LANGUAGE FELLOWSHIPS

	Hindi		Urdu		Tamil		Marathi		Bengali	Tulugu	Total	
	R	S	R	S	R	S	R	S			R	S
1968-69	5	-	3	-	-	-	-	-	-	-	8	-
1969-70	10	-	5	-	-	-	-	-	-	-	15	-
1970-71	10	17	2	6	2	6	-	1	-	-	14	30
1971-72	6	16	-	1	3	2	-	2	-	-	9	21
1972-73	11	18	2	1	5	6	1	-	-	-	19	25
1973-74	6	11	1	2	3	3	1	2	-	-	11	18
1974-75	7	-	-	-	3	-	-	-	-	-	10	-
1975-76	9	-	-	-	3	-	-	-	-	-	12	-
1976-77	9	-	-	-	3	-	-	-	-	-	12	-
1977-78	8	-	-	-	3	-	-	-	1	-	12	-
1978-79	8	-	1	-	3	-	-	-	1	1	14	-
											136	94

GRAND TOTAL 230

R = Regular Year
S = Summer

v) THE BERKELEY URDU LANGUAGE PROGRAM IN PAKISTAN

NEEDS AND OBJECTIVES

The primary purpose of the Berkeley Urdu Language Program is to provide intensive and specialized Urdu language training to American students and scholars who have research and professional interests in South Asia, particularly Pakistan; in Islam and the Muslim communities of South Asia; and, of course, in Urdu language and literature. The intensive format of this program and its setting in Pakistan make possible a type of language learning experience which cannot be duplicated in the U.S. and which is the most efficient and effective means to boost language proficiency to a usable level with a relatively small investment of time.

In addition to these pedagogic aims, the program also hopes to contribute to improved cultural understanding and educational cooperation between Pakistani and U.S. institutions and scholars and to encourage greater collaboration among American universities having programs of South Asian studies.

This program was conceived and organized in response to certain needs which have been expressed by South Asian specialists during recent years. These are as follows:

The need for stronger research and teaching emphases on Pakistan and South Asian Islam. While programs in South Asian studies have gained a permanent place in the curricula of some American universities, Pakistan and the study of Islam and the Muslim communities of South Asia have until recently played only a peripheral role in such programs. The obvious political importance of Pakistan within South Asia and in the sphere of global politics, especially in relation to Turkey, Afghanistan, Iran, and other countries of the Middle East, as well as its crucial historical role in the Subcontinent, all require our renewed attention. It is essential that professional and non-professional Americans alike understand not only some of the underlying similarities among the nations of South Asian but also the fundamental differences among them, differences in outlook and background which contribute to continued tensions in that area. This understanding not only can lead to an improvement in our cultural and political relations with these countries, but will also promote more sensitive and sophisticated official policy decisions.

Scholars have become increasingly aware of the important historical and political role of Islam in the South Asian Subcontinent. Islam helped shape the history of South Asia for many centuries before British colonial rule, and it is responsible for important political demarcations in the Subcontinent today. In addition to being the religion of the vast majority of the populations of Pakistan and Bangladesh and the ideological basis for the foundation of Pakistan, Islam is the religion of tens of millions of citizens of India. Islam also serves as a crucial link between South Asia and the Middle East, as well as with Muslim countries of Southeast Asia. To understand its impact on modern South Asia, we require much more extensive research into the special characteristics of South Asian Islam.

Urdu is the most important language for the purposes of the historian and scholar of Northern India and Pakistan and it provides an ideal entry for the American student into written Persian, the other language essential for historical studies. The great amount of Persian vocabulary in Urdu, and the relatively simple structure of written Persian, make it an easy task for a student familiar with Urdu to make the transition to the Persian of historical texts.

The growing interest in Pakistan reflects, in part, an appreciation of the important role played by the region of the Punjab in the entire history of the Subcontinent, an appreciation which is leading more students and researchers to devote their attention to this complex and central region.

The need for improved Urdu language instruction. A number of U.S. universities and colleges offer introductory level courses for what is designated Hindi-Urdu, but very few have the facilities for advanced instruction in Urdu. As mentioned above, the importance of Urdu is being increasingly recognized, and the need for advanced instruction becomes even more critical as students begin to focus on Pakistan and the study of Islam and Muslims in South Asia. The limitations on staff and university budgets make it unlikely that many separate universities will be able to strengthen sufficiently their offerings in Urdu to train all these students for serious scholarship. The Berkeley Urdu Language Program, however, can fill this need efficiently by providing an intensive, in-country program available to students on a national basis. Such as program not only provides advanced classroom and tutorial instruction in Urdu by Pakistani scholars and tutors under an American director, but it also presents the students with an endless variety of situations in which to develop their language skills outside such formal settings. This "total immersion" in the language and cultural milieu of its speakers results in a much higher level of linguistic attainment than could be obtained at an American university, even if intensive programs were available. A further advantage is that this twelve-week program provides a period during which students can devote themselves entirely to language learning, and during which other academic and research interests do not compete for their time and energy.

The Berkeley Urdu Program is also having a beneficial impact upon Urdu instruction in this country. This opportunity to study Urdu in Lahore motivates students to learn the Urdu script in the early stages of language courses and increases the demand for Urdu instruction. Students return to their universities from the program with a much improved knowledge of the language, making it possible for their instructors to offer more advanced and diverse courses in Urdu, which is a more effective use of teaching resources in this country.

Materials developed by this program in Lahore include new situational conversations and dialogues, tapes of radio and television plays and programs, glossaries of stories and articles, a variety of drills and exercises, as well as placement and proficiency tests, all of which will be made available to instructors of Urdu in the U.S., thereby enriching and improving teaching programs in this country.

The American Institute of Pakistan Studies does not provide for language training, but has encouraged its fellowship recipients to take part in the Berkeley program to improve their language skills prior to undertaking field work in Pakistan. A similar situation obtains for Fulbright recipients. The Berkeley Urdu Program benefits not only scholars of Pakistani or Islamic culture, but may also profit others with academic interests in other aspects of the society and culture of India as well. Urdu is, in fact, a language that is still read and spoken by a large proportion of the population of northern India, many of whom are Hindus. The colloquial language of many who consider themselves Hindi speakers is actually closer to Urdu than to official, literary Hindi. Because of the near indentity of Urdu and Hindi grammar and structure and the prevalence of Urdu vocabulary in colloquial "Hindi" speech, the language competence gained from this program will be of direct and immediate use to students interested primarily in any of the so-called "Hindi-speaking areas".

The need for greater educational cooperation and collaboration. The future development of South Asian studies in the United States now depends more than ever on improved cooperation between U.S. and South Asian governmental and educational institutions. This cooperation is necessary to counter the often one-sided research of the past and to provide a sympathetic and mutually beneficial exchange of experiences and ideas among American and South Asian students and scholars. The Urdu program strengthens such cooperation by involving Pakistani scholars directly in the program as consultants, lecturers, and tutors, and by the active involvement of the Pakistani Advisory Committee in overseeing the operation of this program.

The Urdu program also encourages increased cooperation among American universities, at a time when such cooperation is especially vital to the effective use of diminishing resources and to avoid costly duplication of effort. Participants in this program have come from a wide variety of colleges and universities, among which are the Universities of California, Texas, Minnesota, Wisconsin, Columbia, Arizona, Chicago, Virginia, and Pennsylvania. The increased membership of the U.S. Advisory Committee also reflects the wide geographical distribution and depth of academic and institutional support for this program.

APPROACH

A. Program Description

History and organization of the Berkeley Urdu Language Program. The first program took place during the winter quarter 1974 from January 6 to March 15, 1974. This program served fifteen students from six American Universities and was directed by Bruce R. Pray, Associate Professor of South Asian languages and Chairman of the U.S. Advisory Committee, and now also the Chairman of the Center for South and Southeast Asian Studies of the University of California. During this first program, a core of language tutors was assembled, an administrative organization set up, suitable accomodations were located, and a variety of teaching materials was prepared. The key concepts of flexibility and instruction tailored to the students' special background, needs, and interests were developed and incorporated into the program.

Building on the experience of the first program, the second Berkeley Urdu Program began in October 1974 with a total of twenty students selected from sixteen different institutions. The entire group took part in the initial three-month intensive session, which emphasized grammar review and the development of reading and conversational skills. Nine students remained in Lahore for an additional six-month period for more specialized training, as well as continued classroom and individualized tutorial instruction. The field director of this program was Dr. Barbara D. Metcalf, then Lecturer in the Department of South and Southeast Asian Studies, University of California, and now Assistant Professor at the University of Pennsylvania. Dr. Metcalf, a specialist in South Asian Islam, was able to form a stronger institutional base for the program while she was in Lahore and secured more permanent classroom and office space; she was instrumental in developing closer ties with Oriental College of the

University of Punjab and the newly-formed South Asian Institute in Lahore. Also, existing contracts were strengthened with the Ministry of Education and leading scholars and government officials in Pakistan.

The experience of this second program convinced the U.S. Advisory Committee that a shorter term program offers advantages and economies in comparison with the longer, nine-month format.

Consequently, the third program held in Lahore from September 15 to December 15, 1975 and directed by David Lelyveld, Assistant Professor of History, University of Minnesota, was limited to twelve students who devoted full time to language study, although specialized readings still were part of the curriculum. Substantial research projects as incorporated on the second program, even though they involved the use of Urdu and resulted in some increase in language facility, are now considered to be more appropriate to regular research and dissertation grants and fellowships. The forte of the Berkeley Urdu Program is a comprehensive and intense period of language learning which leaves little time or energy for simultaneously trying to carry on research or individual study projects.

The fourth program was under the direction of Dr. Gail Minault, Assistant Professor of South Asian History at the University of Texas at Austin. Fifteen students participated for a total of twelve weeks of instruction. In organizing this program we were able to draw upon the accumulated experience of the past three programs, with the result that this program has been even more effective in attaining the goals outlined above. A major innovation was to have an expert in Urdu language teaching, Brian Silver of Harvard University, spend a month in Pakistan at the beginning of the program to train the tutors in techniques of language teaching and supervise the initial stages of the language classes. The presence of both an American language specialist and the field director in Lahore during the organizational stages of the program proved to be invaluable, and this innovation enabled both to function much more effectively in their complementary roles.

A U.S. Advisory Committee was formed during the first program and has continued to function as a coordinating body and to play an active part in the administration of the program, the selection of students, the preparation and evaluation of teaching materials, and the setting of standards.

A Pakistan Advisory Committee has also been formed under the chairmanship of the then Secretary of Education, Dr. Muhammad Ajmal. This Pakistan Advisory Committee has taken a considerable interest in the various Urdu programs and has been helpful in establishing ties with Pakistani institutions and in setting up an organizational structure in Pakistan.

The fifth program took place from January to March 1978 and the sixth program is scheduled for September to December 1978. We hope to expand this program to a nine-month format in 1979-80.

Instructional Program

All aspects of this program are under the direct supervision of the U.S. field director resident in Lahore. The language specialist works with the field director in setting up the language program, selecting and training the tutors and compiling a detailed syllabus for the twelve weeks of instruction.

There are six language tutors for the twelve students. The excellent training program initiated in the fall of 1976 and continued in 1977 by the language specialist Brian Silver has substantially improved the tutorial skills of the Pakistani tutors. The language specialist is required to train new tutors and to evaluate materials and approaches. It has been our experience that each new group of students is different from the last and the program must be "returned" to the special requirements and background of each group.

There are four hours of instruction, five days per week. Each day students meet as a group for presentation of the new grammatical points or grammar review and discussion of common problems. At least two hours each day are spent in small groups of from two to four students, formed on the basis of language level and academic interest. Daily individual tutorials provide students with the opportunity to work on a one-to-one basis with the Urdu tutors. This scheme has proven successful on previous programs as it provides the flexibility needed because of variations in the student's backgrounds and yet sufficient structure and control to insure the maximal use of program resources. These small groups are re-structured as the students progress and tutors are shifted between groups and tutorials to furnish the students with exposure to differing accents, personalities, and approaches.

In addition to formal textbooks, there is available a large quantity of supplemental materials which has been used in the current and previous programs. These include situational dialogues, model letters, exercise in polite and formal styles of speaking, topical lists of vocabulary, and other language aids. These are constantly being revised and will be of use to American teachers of Urdu as well. The use of current newspapers and radio and television programs adds to the immediacy of the language-learning experience.

A few minutes each day is devoted to developing a rapid and attractive style of handwriting, an important but difficult skill is too often neglected by foreign students. The program calligrapher, Ishaq Shor, continues to help in this, as well as demonstrate the art of calligraphy and write out teaching materials for use in the program.

The first weeks are devoted to all aspects of grammar review, vocabulary building, and directed conversation and reading. During the second period of seven weeks, students are encouraged to read extensively in materials which relate to their own academic interests, as well as more general topics. These reading assignments will form the basis for further exercises on grammar and vocabulary, as well as for oral discussion and analysis in Urdu. Students are also be expected to prepare oral presentations each day on a selected topic.

As part of the application procedure, and at the beginning, mid-point, and close of the program, students are given proficiency tests to measure their progress. In addition, their daily assignments are graded and occasional short, impromptu quizzes encourage students to keep abreast of the work. These quizzes and tests are written and oral.

Other Program Activities

In addition to these formal activities, a number of other educational and social events are arranged for the participants. The Berkeley Program now has a close cooperative relationship with Oriental College of the University of the Punjab, and especially with Professor Ebadat Brelvi, its head and one of the most distinguished professors of Urdu literature in Pakistan. The Berkeley Program also benefits from its association with the South Asian Institute of the University of Punjab and with the Central Urdu Board of the Pakistan Government, whose director, Ashfaq Ahmad, is a member of the Pakistani Advisory Committee.

The program sponsors a variety of lectures in Urdu by Pakistani scholars, artists, journalists, and writers to introduce the program participants to the rich and diverse cultural life of Lahore. These lectures are recorded and made available to the students for further study to improve their comprehension of rapid and natural Urdu styles. Participants are also be encouraged to attend Urdu films, plays, public meetings, and religious and musical gatherings to obtain further opportunities to hear Urdu and to become familiar with the cultural and social elements of Pakistan life. After the program ends, students are able to travel outside of Lahore to important historical and cultural sites and to other Pakistani cities.

Examples of the type of cultural activities which enrich the instructional program may be drawn from the 1976 program in Lahore. The following is only a partial list of the lectures or other events were arranged by the field director, Dr. Gail Minault:

The place of Urdu in the Punjab
The Sufi tradition in Pakistan
The Lahore literary scene
The Hindustani musical gharanas (schools)
Mughal art and history of Lahore
A tour of the Lahore Art Museum by its director
A musha'ira (gathering of poets) at the home of a distinguished exemplar of old Delhi culture

Student Qualifications and Selection

Participants in the Berkeley Urdu Program are generally graduate students with a sincere scholarly interest in South Asia who have studied Hindi-Urdu for two years and are familiar with the Urdu script. Applications are be accepted from graduate students at any recognized institution in the country, as well as from faculty members who wish to improve their knowledge of Urdu in preparation for future research and teaching. In addition to a knowledge of Urdu grammar and vocabulary, applicants must also include some evidence of their language aptitude, their academic or professional commitment to South Asia, and their familiarity with South Asian studies. Extensive course work in South Asia or some previous living experience in that region would indicate that the applicant will be able to adapt more easily to living and studying in Pakistan.

The basic clientele for which this program are those graduate students and faculty members who have substantive academic or personal commitments to area-related fields, but who are not necessarily linguists or language specialists. As a consequence, participants may not always prove the strongest candidates merely in terms of language ability. As long as each demonstrates sufficient basic knowledge of script, grammar and vocabulary, other considerations such as professional commitment, area background, and scholarly potential weign heavily with the Selection Committee. To aid in evaluating this necessary basic language proficiency and aptitude, the applicant must include the following in his or her application: 1) a copy of official college and university transcripts; 2) a letter of recommendation from the applicant's language teacher and two others from his or her teachers, preferably one of whom is familiar with the field of South Asian studies; 3) a statement of the texts and readings used in his or her language courses; 4) the results of an Urdu proficiency test approved by the U.S. Advisory Committee and administered by the applicant's language teacher; and 5) evidence of having a valid U.S. passport, in order to facilitate visa clearance procedures.

The chairman of the U.S. Advisory Committee appoints a Selection Committee which prepares the application forms and proficiency test. Members of the Selection Committee receive xerox copies of all relevant materials from each applicant and rank them on a scale of 1 (definitely accept) to 5 (definitely reject) in terms of two general categories:

a) language background and aptitude, including the results of the proficiency test;
b) background and promise in South Asian studies.

On the basis of these rankings, the Selection Committee determines the principal participants and the alternates, and consults, if necessary, with the entire Advisory Committee regarding cases of marginal applicants or applicants who received widely varying rankings.

Student Fees. Applicants are required to pay an appplication fee of $5.00 to help defray the considerable costs of handling applications, making xerox copies for each Advisory Committee member, and mailing costs. Participants pay a program fee of $350 which provides a portion of salaries of the field director and linguist, and helps defray certain administrative costs and cover health insurance costs for the participants. These are all costs which cannot be met by the Office of Education grant, which is entirely in Pakistani rupees.

Student Accomodations. Students will be able to select their accomodation from a variety of possible living situations. Most students prefer to live as paying guests in private homes. The extensive series of personal contacts which has grown over the past few years has made it possible to arrange this for most of the students on the current program. Because of restricted funds, the intensive nature of the program, and the expense and difficulty of setting up households in Pakistan, participants will be discouraged from bringing their families to Lahore.

C. Evaluation Procedures and Program Testing.

Student Evaluation. One of the objectives of the Urdu Program is to develop appropriate placement tests and evaluation methods for the teaching of Urdu. The relatively small number of Urdu students and the wide variation in teaching methods and texts in Urdu and Hindi courses in American Universities mean that each instructor devises his own evaluation standards. At present, therefore, there exist no standard testing and evaluating instruments for this language, nor, indeed, for any other South Asian language. A written and oral placement test is administered at the start of the program in order to assign students to appropriate sections. Midway through the program and at its close, students take both oral and written tests to determine their progress. Members of the Pakistan Advisory Committee also have an opportunity to evaluate the students' progress.

Program Evaluation. The success of the program in providing a high level of Urdu instruction is evaluated at several points during and after the program. The field director submits interim and final evaluation reports on the program to the U.S. Advisory Committee, the Pakistan Advisory Committee, and the Office of Education. The Pakistan Advisory Committee is requested to conduct on-site evaluations of the progress of the students and to recommend changes necessary for improving the content of instruction. At the conclusion of the Urdu Program, the Pakistani Advisory Committee is requested to submit a report and evaluation to the field director, the Pakistani Ministry of Education, and the U.S. Advisory Committee. An important part of the evaluation procedure is in statements prepared by the participants themselves on their own progress during the three-month course and on the organization of the program and its language instruction. These evaluations are sent to the U.S. Advisory Committee and are helpful in planning the next year's program.

One of the most valuable methods of evaluation is an in-person, on-site visit by a member of the U.S. Advisory Committee. One member of the U.S. Advisory Committee goes to Lahore for the last two weeks of the program. This member meets with the field director and all of the students for detailed discussions of all aspects of the program, and he sits in on the final examinations of the students. He also meets with his counterparts on the Pakistan Advisory Committee and represents that U.S. Committee in meetings with Pakistani educational and governmental officials.

Personnel

U.S. Administration

The Center for South and Southeast Asian Studies, University of California, Berkeley: The program will be administered through the Center, an Organized Research Unit of the University of California. Under the supervision of the Chairman of the Center, who also serves as the U.S. Project Director of the Urdu Program, the staff of the Center will help develop and organize the program, devise program publicity and application forms, negotiate the budget with the Office of Education, take charge of pre-departure details including visas, tickets, and correspondence with participants. The Center also maintains close ties with the U.S. Advisory Committee, the field director in Lahore, the U.S. Office of Education, and the Embassy of Pakistan in Washington, D.C. The experience of running previous programs has resulted in a smoothly functioning organization within the Center.

The U.S. Advisory Committe. This committee is composed of representatives from major American universities with strong programs in South Asian studies:

Professor Bruce Pray (Chairman). Associate Professor of South Asian Languages and Linguistics, Department of South and Southeast Asian Studies, University of California, Berkeley.

Professor Ainslie Embree. Associate Dean, School of International Affairs, Columbia University, New York, New York.

Professor Barbara Metcalf. Assistant Professor, Department of South Asian Regional Studies, University of Pennsylvania, Philadelphia, and previous Field Director (1974-75 program).

Professor M.A.R. Barker. Chairman, Department of South Asian Studies, University of Minnesota, Minneapolis, Minnesota.

Professor C.M. Naim. Professor of Urdu, Department of South Asian Literature and Civilization, University of Chicago, Illinois.

Professor Muhammed Umar Memon. Associate Professor of Urdu, Department of South Asian Studies, University of Wisconsin, Madison, Wisconsin.

Professor Herman van Olphen. Associate Professor of Urdu, Department of Oriental and African Language and Literature, University of Texas, Austin, Texas.

Professor Richard Barnett. Assistant Professor of South Asian History, Department of History, University of Virginia.

Professor Leslie Flemming. Assistant Professor of Urdu, Department of Oriental Studies, University of Arizona, Tucson, Arizona.

Professor Brian Silver. Assistant Advisor of Urdu, Center for Middle Eastern Studies, Harvard University, Cambridge, Massachusetts.

U.S. Field Director. The field director is responsible for on-site administration of the program. Supervising language instruction, conducting seminars, arranging lectures and social gatherings, maintaining close relations with the Pakistan Advisory Committee and government officials, arranging participants' housing, leading program-related trips, and keeping financial accounts are the major responsibilities of this position. The field director is also be expected to submit periodic reports to the U.S. Project Director as well as a final report to the Office of Education. The person selected for this position must be well acquainted with Urdu, but not necessarily a linguist or language teacher. Because of the need to maintain close and cordial relations with Pakistani scholars and government officials, as well as to interpret in a sensitive manner to American students Pakistani society and culture, the Field Director must be a person with extensive academic or professional experience in South Asia, preferably in the field of Pakistani or South Asian Islamic studies.

Language teaching specialist. This position was a new one in the 1976 program and its value has already been amply demonstrated. In August and September of 1976, Brian Silver, who teaches Urdu at Harvard University, was in Lahore as the language specialist. As was anticipated, his expertise in teaching Urdu to Americans enabled him to select and train an excellent staff of tutors and to devise a detailed, day-by-day and even hour-by-hour syllabus for the entire program. Because Mr. Silver was able to devote all his energy to the language program in the first several weeks, Gail Minault was able to devote more of her time to the complex and time-consuming tasks of organization, administration, and arranging the cultural and other activities which are also the responsibility of the field director. This division of duties is an important one in the two weeks before and after the program begins, and the presence of both in Lahore has proven to be an ideal arrangement.

Pakistani organizations and individuals involved with the Urdu Program.

The Pakistani Advisory Committee, appointed by the Ministry of Education, Government of Pakistan, will oversee the operations of the Urdu Program in Pakistan, act as liaison with governmental and educational organizations and officials, and offer consultation and advice to the Field Director and Language Specialist.

The members of this committee have been:

Dr. Muhammad Ajmal, (Chairman), Secretary of Education, Ministry of Education, Government of Pakistan.

Dr. Syed Abdullah. Retired distinguished educator.

Mr. Ishfaq Ahmad. Director, Central Urdu Board, Government of Pakistan.

Professor Ebadet Brelvi. Principal, Oriental College, University of the Punjab, Lahore.

Justice Javid Iqbal. Justice of the High Court of the Punjab.

Justice S.A. Rahman. Retired Justice of the Supreme Court.

Professor Muhammad Rashid. Former Secretary of Education, Punjab State Government.

These members of the Pakistani Advisory Committee have shown a great interest in the Berkeley Urdu Program and have met with the field director and students on a number of occasions. The highly-placed and prestigeous membership of this committee has made it easier for the Berkeley Program to operate effectively in Pakistan and has helped greatly in organizing and implementing its instructional programs, as well as establishing ties with various institutions.

Geographic Location.

The proposed Berkeley Urdu Language Program in Pakistan for the fall 1978 will be located in Lahore, Pakistan, the site of the previous Berkeley Programs. Lahore was originally selected as the most appropriate location because of its size, its historical importance, its many educational institutions, and its role as the cultural and literary center of Pakistan. Our experience in the five previous programs reaffirms the soundness of that decision. Lahore is a compact city with a newer business area close to the Old City, which preserves much of the traditional culture. Although Punjabi is the home language of many of its inhabitants, Urdu is the primary language of education, literary activities, and journalism, and Lahore offers limitless opportunities to use Urdu with a wide variety of people. The vitality of the language is reflected in the number and excellence of Urdu newspapers and periodicals, the variety and intensity of literary debates and associations, and the number of bookstores and printing presses.

Accomplishments. As described above, the Berkeley Urdu Program has developed within a brief period into a successful in-country language training program and has earned the support and encouragement of the Pakistani Government and the community of American scholars of South Asia. More than 60 students have already participated in four programs and all have shown evidence of marked improvement in their knowledge of Urdu -- the improvement in some has been remarkable indeed. The creation of the Pakistani and American Advisory Committees is a further indication of increased cooperation between U.S. and Pakistani educational and governmental institutions, as is the establishment of ties between the University of California, the South Asian Institute, Oriental College of the University of the Punjab, and the Central Urdu Board. The existence of the program itself encourages the study of Urdu in American universities since it offers an attractive opportunity for students to live and study in South Asia, who then return with a marked increase in their ability to use Urdu.

vi) INDONESIAN STUDIES ABROAD

Prepared by John Wolff

BACKGROUND

Indonesian studies have been fairly limited and peripheral in the United States until the early Sixties. Enrollment in the early days (the Fifties) was scanty--less than twenty or thirty a year. Since then, enrollment has shown steady increase--but by no means is Indonesian popular, although there are currently indications that enrollment is going to show dramatic increase. At the present time enrollment at the beginning level amounts to somewhere around 100 per year. Indonesian is now being taught at eight U.S. institutions (excluding CIA and FSI).

As a country for extensive stay, Indonesia poses vast problems of a cultural as well as linguistic nature, and the need for Americans to get training in how to deal with Indonesia has been very keenly felt by all Indonesia hands with some sort of sensitivity.

Although intermittant and fitful plans for such a program were floated by various parties from 1970 onward, we did not manage to come up with a viable program until 1976. I should mention that we received a great deal of initial help in formulating our proposal from Dick Thompson and subsequently from Bruce Pray who provided us with a great deal of information, and also Joe Belmonte of the Office of Education. Although there are only eight institutions which offer Indonesian, our field is marked by a great deal of jealousy, competition, back-stabbing, and incompetence, none of which has served to enhance the standing of professional language teaching in the eyes of area specialists; and although people have found out from experience that intelligent area study without thorough language training is impossible, there is still a lamentably large number of people who go to the field with little or no language preparation.

But despite these human or political problems, we were able to form a consortium in which seven of eight institutions (with the exception of Yale) are represented. All seven of us have an equal voice in the conception of the program, selection of the students, testing, criteria, etc. We meet annually prior to submitting our proposal. Testing and selection are done entirely by mail.

Our expressed aim was to give a course that in no way competes with anything which can be given in the States. We wish to give something which cannot be given anywhere except in the country. For this reason our program is aimed at a very high level--at the level at which the student makes little progress in the States, but at which he still has much to learn. The greatest majority of our students have had three or four years plus a summer of intensive training in the States, or have participated in Cornell's FALCON Indonesian where the students study nothing but Indonesian intensively for an academic year. Our students come from fifteen institutions, but more than 90 per cent of them have had training either at Cornell or the University of Wisconsin.

GOALS

Qua foreign language, I would say that Indonesian offers fewer problems for the learner than any of the other languages represented at this meeting. To compensate for grammatical simplicity Indonesian offers social complexities which serve to confound and frustrate the American. In order to function and communicate the American encounters extraordinary difficulties occasioned by the complexities of the ethnology of communication. The means of interaction and value system are in many ways diametrically opposed to what we have been brought up to adhere to and expect so that Americans have great problems in understanding what they observe and knowing how to react. The problem is all the greater because these are things which work at the unconscious level. We react instinctively and our interlocutors also react instinctively. Since Javanese ethics demand that a smooth front be presented at all times, an American is often unaware that he has acted in any way offensive to his interlocuter.

Thus, the goal of this program is not only to enhance linguistic skills but also to develop competence in the ethnology of communication--i.e., teach the students how to deal in Indonesia in a way that is expected and accepted by Indonesians. We aim at developing a linguistic competence somewhere akin to that expressed by the China program and probably somewhat short of what the CASA program aims for.

The program is viewed as a topping off program. The students have the vast majority of their language training prior to coming to the country. They arrive already fluent, but need some sort of nailing down and smoothing off rough edges, as well as guidance in learning how to handle Indonesian society.

PARTICIPANTS

We had ten participants in the first year (1976), fifteen in 1977, and this year we have sixteen in the field. Top priority has been given to PhD candidates majoring in some aspect of Indonesian studies. Twenty-five of forty-one participants are in this category. We have had nine other graduate students at the MA level; and seven students at the undergraduate level or recently graduated. Of the nine participants not enrolled in graduate programs, three are planning to enter graduate school in an aspect of Indonesian studies, five are in Indonesia studying or working, and one has dropped Indonesian entirely.

SELECTION

Selection is made by vote of all the members of the consortium, on the basis of transcripts, recommendations, purpose. Moreover, in order to be considered, the applicant must pass a three-fold test with a grade of 500 points total scored as follows: grammar (maximum) 100 points, reading--100 points, comprehension and oral production--500 points. The oral production and comprehension is done by cassette on which the student must record his portion of a prepared dialogue where a voice is recorded in Indonesian and blanks are left for his response. Sometimes cues are given which instruct the student as to how he must respond.

In the past years, we have rejected approximately one third of our applicants on the basis of inadequate background. Of the rest we were able to take half the first two years, and this year we took sixteen out of twenty qualified applicants.

The results of the testing have been an eye-opener as to the validity of tests. We found very little correlation between the results of the grammar portion and the oral portion. We often had applicants who performed excellently in grammar and did miserably on the oral portion and vice versa. The reading examination tended to be well correlated with oral performance, though the rankings were not entirely consistent.

CONTENT

A ten-week program run in two five-week sessions with a week's break in-between. The program divides into two parts:

1. a. Seminars--1-1/2 hours per day--given by faculty of IKIP Malang on academic subjects. Preparation: assigned readings, written reports.

   b. Consultation with director of studies (one hour of week) on preparation of reports.

2. Language training--two hours per day--given by assistants under the supervision of John Wolff.

3. (Optional) Regional language--one hour a day--given by assistants under supervision of John Wolff.

4. Language laboratory open until 6:00 p.m. with attendance free.

Language training: Groups of 5-5-6.

Content:

1. Review of basics/overall review. 35 per cent of time.

2. Conversations with comprehension and reaction exercises. To be memorized. 20 per cent of time.

3. Selections from publications with questions, rephrasing exercises and composition exercises. 25 per cent of time.

4. Interviews and interpretation exercises based on item (3) above. 20 per cent of time.

STAFFING

Faculty members of IKIP Malang. Program coordinator (US), 3 assistants, staff to help develop instructional materials.

INTEGRATION WITH COMMUNITY AND EXTRA-CURRICULAR ACTIVITIES

One of the strong points of this program has been the ease with which the students have been able to make social contacts. The students are placed in the midst of an Indonesian institution and Indonesian students in general are strongly attracted to foreigners and have little inhibition about approaching, visiting and inviting. Further, each student is placed in a family which gives him a wide access to new circles of friends. Further, there are regularly scheduled events which are held in order to bring Indonesians and Americans together. Many of the participants are free to join music ensembles, tennis and other sports teams, bridge tournaments, and the like, and many have done so. About half of the participants have joined drama groups and presented a play at the end of the program.

COSTS

The total program cost has been about $4,200 per participant including transportation which accounts for about 25 per cent of this cost. The Office of Education has paid for about $3,400 of this and the rest has been born by Cornell University and some students have paid a portion of their costs.

EVALUATION

The program has been visited annually and evaluated by a member of the consortium aside from the coordinator, based on observations and interviews with the participants and staff.

ACHIEVEMENTS

1. Setting of standards. We are moving toward a definition of what constitutes proficiency and to the creation of a test which can measure this.

2. As a spin-off from this, we have acted as a force to raise the quality of instruction. Institutions which have been unable to produce students who can pass the entrance test have been under pressure to improve the quality of instruction offered.

3. Stimulating enrollment in Indonesian language instruction.

4. Producing students with greater competence.

vii) THE COOPERATIVE RUSSIAN LANGUAGE PROGRAM AT LENINGRAD UNIVERSITY

The Cooperative Russian Language Program (CRLP) at Leningrad University is the oldest, and most comprehensive language course in the USSR available to our advanced students of Russian, and it is the only such program conducted for American undergraduates and pre-M.A. students at a major Soviet educational institution. The CRLP offers both Summer and Semester language and culture courses.. Now in its 13th year, the Summer Russian Language program has provided annually an opportunity for ca. 155 American students to take advanced courses taught by Leningrad University instructors from the Department of Russian for Foreigners; this six-week language course, consisting of approximately twenty-five hours per week, is complemented by a series of cultural activities and excursions and a two-week field trip to Moscow and other regions of the USSR. The eight-year-old Semester Program is similar, but on a higher level of instruction, and consists of fourteen weeks at Leningrad University plus two weeks of field trip. The Semester programs, with a group size of between 30 and 35 students, have a total of approximately 500 American students as their alumni. With the signing of a direct agreement between Leningrad University and the Council of International Educational Exchange last year, the CRLP programs are assured of continued success in the coming years. Thus, they will continue to achieve their goals of (1) bringing the participants' preparation in Russian to the level of independent competences, (2) expanding their educational and cultural horizons, and (3) channeling them into appropriate graduate programs for further academic study and/or into programs which combine their knowledge of Russian, the Russians, and other peoples of the USSR and their cultures, with many diverse subjects--e.g. international commerce, law, medicine, and such fields as are needed by the United States Government in various aspects of its foreign relations.

Beginning in 1966 as a small group of four institutions, the University of Kansas, Michigan State University, Oberlin College, and Queens College in New York City, consortium membership now numbers twenty-two American universities and colleges; in addition to the four charter members, the following schools are directly involved in the operation of the Leningrad programs: the University of California, the University of Connecticut, the City University of New York, Dartmouth College, Georgetown University, the University of Illinois at Champaign-Urbana, Indiana University, the University of Michigan, the University of Minnesota, Pittsburgh University, Princeton University, Stanford University, Syracuse University, Tufts University, the University of Virginia, the University of Washington, and the University of Wisconsin.

The Council on International Educational Exchange (CIEE) in New York plays a major role in the administration and operation of the consortium's programs. It was thanks to CIEE's Assistant Executive Director, Irving H. Becker, that the programs got their start. Since the early 1960's Mr. Becker has conducted negotiations with various Soviet institutions in addition to Leningrad University; accompanied on his annual (and sometimes biennial) trips to Moscow and Leningrad by a member of the academic profession from one of the consortium institutions, Mr. Becker has consistently endeavored to improve and expand the academic and cultural programs for our students.

The CIEE offices in New York function as a centralizing body for the members of the consortium. CIEE coordinates the details, such as travel and maintenance abroad; handles the overall financial arrangements; and hosts the annual meetings of the consortium representatives. The purpose of the annual meeting in November is to discuss the results of the past year's programs, to hear a report on the negotiations conducted in October, and to plan for the future. The consortium has three major committees: the Review Committee, charged with continuous review of the academic and cultural programs and examination of applications from institutions wishing to join the consortium; the Review Committee makes recommendations to the Policy Committee, which adopts or amends those recommendations and transmits them to the Full Membership which, after further discussion, generally accepts them. Membership in the various committees and sub-committees (e.g. testing, textbook, etc.) is rotated among the consortium representatives on a proportional basis depending upon their status as sponsoring or affiliated institutions. In this way it has been possible to involve most of the institutional representatives actively in the operation of the programs.

Recruitment for the summer programs is the responsibility of the five core schools (currently Dartmouth, Georgetown, Kansas, Michigan State/Minnesota on alternate years, and the University of Washington-Seattle). Five groups of 30-31 students are selected from the total number of applicants of ca. 350 each year; multiple applications to more than one core school are not permitted but an applicant may indicate his second and third choices should he or she not be selected by the first-choice school. Students wishing to study at Leningrad University for a semester apply through any of the twenty-two member institutions, but they are not required to be regularly enrolled students at one of these institutions. The CIEE-CRLP consortium actively solicits applications from all universities and colleges in the United States, and in this sense, the Cooperative Russian Language Programs are truly national in scope; students from 65 to 70 institutions participate in the Programs each year.

The selection criteria include the usual forms such as transcripts (which generally must show at least a B average), a statement of purpose in English, an essay or autobiography in Russian, and letters of reference (at least one of which must be from the applicant's Russian language instructor), as well as other indicators considered essential by the consortium members. It should also be noted here that there are minimum language requirements for application to the programs; these are two years of Russian on the college or university level for applicants to the summer programs, and three years for the semester programs. The applicant must have a physician submit an estimate of his or her ability to weather the rigors of life in the USSR and supply information concerning any physical disability or psychological instability the student may have or have experienced. This does not mean that an applicant will be automatically disqualified if his or her medical record shows something which could cause problems during the student's stay in the Soviet Union, but the selection committees feel that all such aspects of a candidate's background should be considered before accepting or rejecting the applicant. Another major component of the application process is the sucessful passing of a standardized, written screening examination proctored at the student's home institution; these examinations are the result of several years of modifications in an attempt to measure accurately the candidate's knowledge of fundamental Russian grammar and vocabulary; given the wide range of first and second year textbooks in use today, this has been a particularly challenging task. Both summer and semester applicants take a written examination, but each examination is composed with an eye to the expected minimum preparation and more advanced knowledge for the given level of the applicant. Candidates for the semester programs also are interviewed by telephone, and this conversation is taped so as to provide a basis for judging the applicant's pronunciation, control over grammar and syntax, etc.

Final selection for the summer program is made by committees at each of the five core schools; if, as it sometimes happens, a given core school has an unusually low number of applicants from which to choose a group of well-qualified students, schools with surplus qualified applicants share them freely. In this way, the consortium ensures that all qualified students are able to participate in the program, with or without the help of scholarship funds; financial aid is distributed by the core school committees in consultation with their own aid officers. The semester program selection is done somewhat differently. First the applications are reviewed by the consortium institutions which receive them, and then they are sent to the CIEE office in New York; the written examinations are sent directly to one of the consortium schools for grading (Indiana) and the scores are transmitted to CIEE. When all the data are in, a national committee, composed of five representatives from the CRLP consortium and one person whose institution has no direct affiliation with the program, meets in New York to select the 30-35 participants from among the ca. 80-90 applicants for each semester program. Financial aid is awarded independently of this committee by a professional university aid officer; this is done after the selection process is completed to ensure that the best qualified applicants are chosen regardless of their financial situation.

After the selection has been made, the future participants receive abundant pre-departure materials. These consist of usual suggested items to take with them, information about the weather in Leningrad and elsewhere in the Soviet Union, and a list of informative books about life in the USSR and other reading which should be completed before the beginning of the coursework at the University. There is also a detailed outline of the daily schedule in Leningrad and the individual courses to be taken, and a list of the various excursions which they are to have there.* Finally, the students are given a list of vocabulary items and grammatical terms which they are encouraged to memorize if they have not already done so. (Unfortunately, second and third year Russian is still taught in English in some schools, so not all our students are familiar with or at ease with grammar terminology.)

The orientation sessions in Paris are devoted to more language tests, the purpose of which is both to determine the relative level of the students, and to provide a basis for comparison upon conclusion of the programs, when more tests are given during the post-program evaluation. In addition to the tests, there are group meetings to discuss the academic and cultural programs, and to answer the students' questions about the Leningrad University dormitory, the food service, and the city of Leningrad in general. Finally, a session is devoted to what to expect of Russians and other Soviet citizens both on a governmental and social basis, and a number of "Do's and Don't's" are suggested. The orientation sessions are conducted by experienced Resident directors and others, including former participants in the respective programs.

In Leningrad, the American Resident Director has the ultimate responsibility for the students' welfare and for their academic and cultural education. In the semester programs the Director has an Assistant Resident Director, who thus far has been a previous participant, and one who is usually an advanced graduate student in some program of Russian language or literature here in the United States. Both the directors and the assistant directors are chosen by the consortium committees and CIEE from a pool of applicants responding to announcements in various Slavic professional journals and newsletters. Every effort is made to ensure that whoever is chosen has had considerable prior experience in the USSR, either in one of the CRLP programs, or on the IREX exchanges, or as a group leader for one or more similar educational programs. Thus far we have been able to maintain this standard.

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*See Attachments A and B

The hierarchy in the summer programs is somewhat more complex, for in addition to the Resident and Assistant Directors, there are five core school group leaders. In the summer programs the Director is responsible for the academic program, the Assistant Director for the cultural program, and the group leaders for their own groups (health, class attendance, participation in excursions and other extra-curricular activities, etc.). Both programs have established weekly meetings between the directors and the Russian director and his teaching staff.

The instructional program is the responsibility of the Leningrad University Department of Russian for Foreigners, which hires the instructors and appoints its own zavuch or director; the Department is also involved in the selection of lecturers for the non-language and literature subjects, e.g. history, economics, health-care, etc., but other units of the University or the city and/or the Party may play a role here. It should be pointed out, however, here that there is no ideological influence in the language and literature courses themselves, and in the very few instances when a given instructor has overstepped his bounds, we have been able to see that he was removed from the instructional staff; we have also been successful in eliminating most of the poor language teahcers.

The Leningrad University instructors give the students a language test on their first day of class, and then the students are grouped in accord with their performance on that test and on the Paris test, by consultation with the Resident Director; students are allowed to request a change in level during the first week on the programs, and if both the Resident Director and the zavuch agree, the changes are made. This flexibility generally works out to the advantage of both the students and the instructors. Class sizes are between seven and ten during the summer program, and five and six in the semester programs. There are weekly meetings between the American and Soviet staff to review the students' progress and discuss changes in the program as needed.

The academic program in the summer consists of ten hours per week of conversation, six of phonetics, and eight of advanced grammar, plus one lecture weekly each on Russian literature and on the contemporary USSR. Tutorial sessions are available and are scheduled as needed by the Resident Director in consultation with the given student. In the semester programs, the participants receive a similar number of hours per week of instruction in phonetics, conversation, and advanced grammar and syntax, plus three sessions weekly of translation practice and two sessions of Analytical Readings, a course devoted to either Russian literature or the Soviet press, depending on the student's choice. The lectures on contemporary aspects of life in the USSR are also a part of the semester program, as is the possibility of the student's auditing one regular course in the Philosophical Faculty. Finally, tutorials are available to the semester program students as needed. We have a "Russian only" rule for both programs: all classes are conducted in Russian, and students are expected to converse in Russian in the hallways and the dormitory whenever a Russian is present.

The Leningrad program students are housed in University Dormitory No. 6, adjacent to the Peter-Paul Fortress on the bank of the Neva River opposite the Hermitage Museum. They live in rooms with two to four other students in the program, plus one Russian roommate. No. 6 is a regular University dormitory and has many Soviet students living in it, so there is considerable contact between the Americans and their Soviet counterparts. Moreover, the program participants take their meals in University Cafeteria no. 8, which serves faculty and graduate students. Finally, in their non-class hours they are free to roam the city, to shop, sit in the parks, and when the occasion arises, meet other citizens of Leningrad and the USSR.

In addition to such spontaneous contacts, there is a three-tiered cultural program designed to give the students the broadest possible acquaintance with life in the Soviet Union. During the period of course work in Leningrad, there are visits to theaters, the opera and ballet, cultural and political museums, and evening meetings with writers, artists, and other professional groups. Excursions are arranged to more distant places but still within the suburbs, such as the palaces at Petrodvoretz, Pavlovsk, and Pushkin; the Bay of Finland; etc. These are usually conducted in the afternoon or on a Saturday.

The second tier consists of week-end trips which normally entail one or more overnights, either on trains or in hotels. Such trips include the ancient fortresses of Novgorod or Pskov, the famous all-wooden architectural ensemble on the island of Kishi, and a visit to Riga, Tallin, or Vilnius. The latter trip often serves as an eye-opener for our students; in the Baltic States they experience first-hand the local populace's feelings for their Russian "countrymen" (it is not uncommon for sales personnel to refuse to wait on Russian-speaking customers, and our students often have to try what little they may have learned of college German or French if English doesn't help).

The third aspect of the cultural program is the two-week field trip. This trip always includes several days in Moscow and Kiev, plus two or three days in another city such as Tbilisi or Erevan. In each place there are meetings with students, excursions to sites of cultural, historical, and political interest, and a certain amount of free time to allow the students to explore things on their own. Moscow and Kiev are fascinating in their own right, but the southern republics such as Georgia and Armenia provide the students with a considerably expanded notion of the diversity, and the problems, of the USSR today.

The post-program evaluation is held in Paris; during the two and a half days there, the students receive a final battery of examinations, the results of which are compared to the tests taken during orientation, and they are asked to fill out a detailed questionnaire concerning the organization and administration of the program, both on the American and Soviet sides, and to comment concerning all aspects of the academic and cultural programs. Finally, there is a large group meeting and smaller group meetings to discuss the students' experiences during their stay in the Soviet Union.

Successful completion of the summer program (including orientation and evaluation testing) entitles the student to either eight semester hours credit, or twelve quarter hours, which are granted through the core school. The Leningrad instructors provide a written evaluation of each student, and the American director assigns a letter grade for each course. Academic credit for the semester program can be arranged individually by the student through his or her home institution, or can be granted by Oberlin College, which serves as the consortium's agent in this case. Depending on the requirements of the individual university or college, semester program participants generally receive between fourteen and twenty semester hours credit, with fifteen as the usual number, or an equivalent number of quarter hours credit.

The students who participate in the Cooperative Russian Language Programs in any given semester are approximately one-half Russian language and literature majors, about one fourth in Slavic area studies (e.g. economics; history, international relations, political science, etc.); with the remainder coming from many diverse fields, including astronomy, chemistry, mathematics, music, physics, and a number of double majors, such as Russian plus German, French, History, or Political Science. The relative proportions in the summer programs are similar, but due to the much larger number of students, there are many fields represented. For example, we have had students majoring in art history, anthropology, biology, chemistry, Chinese, classical languages, communications arts, computer technology, economics, electrical engineering, English, foreign affairs, French, history, international relations, journalism, linguistics, mathematics, music, philosophy, pre-medicine, psychology, Spanish, theater, and zoology. These various fields are represented by approximately one-third of any given summer program's participants.

After completing one or more of the CRLP courses at Leningrad University, the large majority of students go directly into graduate school, or if they were already graduate students, complete their M.A.'s soon after returning to the United States. Others begin teaching in schools and colleges in their major disciplines. Still others branch out into commerce and business-related fields. There are a number of alumni working for such corporations as the Chase Manhattan Bank, the Dow Chemical Company, Ely Lilly Corporation, and IBM, and often they bear the responsibility for a major operation in Moscow or elsewhere in Eastern Europe. The U.S. Government is another important employer of CRLP alumni; our students are working in various offices and agencies in Washington and foreign cities, broadcasting in Russian for the Voice of America, doing research for the NSA and CIA, employed in the Library of Congress, etc. Still others are working in a number of fields, including the international business community, scientific research, translating and/or interpreting, and even guiding tours of Americans to the Soviet Union. Thus the CRLP Leningrad courses have not only greatly increased the educational and professional competence of the participants, but have demonstrably contributed to the expansion of contacts between the US and the USSR and thereby proved their worth.

Funding for these programs has come from a variety of sources. Consortium institutions pay an annual fee towards their operation ($300 for sponsoring schools, $150 for affiliated institutions), and the designated core schools guarantee a minimum of $2,000 in financial aid for their groups of students in the summer program. Counting both direct and indirect costs (paper, duplicating, postage, secretarial time, faculty coordinator salaries, etc.) the twenty-two consortium institutions have contributed many hundreds of thousands of dollars to the CRLP operation over the years. The Council on International Educational Exchange continually subsidizes the programs by contributing in excess of $50,000 annually over the actual cost of running them. Both the Council and the consortium institutions strongly believe that the Leningrad University programs are worth such expenditures, for the academic and cultural education received by our students in a major university environment (as opposed to short-term tourist courses or even the Moscow Pushkin Institute programs, where the participants live in a hotel without Russian roommates and must commute to their classes a minimum of forty-five minutes by bus)*, to say nothing of the historic and cultural importance of the city of Leningrad itself (formerly St. Petersburg), significantly outweighs the deficit in dollars.

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* For a discussion of the various courses available to American students in the Soviet Union, see my "Russian Language Programs in the USSR for American Students," pp.65-69 in Russian Language Study in 1975: A Status Report, compiled and edited by Joseph L. Conrad, and published as volume 29, CAL-ERIC/CLL Series on Languages and Linguistics (Modern Language Association and ERIC Clearinghouse on Languages and Linguistics, April, 1976.)

The programs could not continue to operate, however, without substantial funding from outside sources. To date, over one million dollars has been contributed by the Ford and Lilly foundations, by the U.S. Office of Education, and on a smaller scale, by the Chase Manhattan Bank, IBM, and others: Without these private and public organizations and their financial contributions, the Leningrad programs would be impossible to maintain. They are costly; the 1978 summer program requires over $2,400 per student, and the semester programs $3,000; and these figures do not include funds for personal expenses in the USSR or Europe, nor does the fee for the semester programs include trans-Atlantic transportation. The high cost of these programs stems directly from the care and careful organization devoted to them, from the elaborate application and selection process, the sessions in Paris for detailed orientation and evaluation, the insistence that our students be accompanied by highly qualified directors and group leaders, that they get only the best of what Leningrad University and the Soviet Bureau of Youth Tourism ("Sputnik") have to offer, and from our conviction that these programs must be monitored continually by means of annual visits not only to conduct negotiations but to observe the classes in action, to discuss problems with the students while they are in residence in Leningrad, and correct any serious academic or cultural problems on the spot. In short, the highly organized and coordinated CRLP Leningrad courses are expensive, but the educational value derived from them is of incalculable benefit to the students, their university Russian programs; their academic and professional careers; and the educational, governmental, and commercial organizations in which they eventually serve.

Over the years, the Council and especially Irving Becker, working together with the CRLP consortium committee and its representatives, has endeavored not only to maintain and improve the existing Leningrad University programs, but to initiate new developments as well. Recognizing the need for still more advanced language instruction and for true immersion in the Soviet university environment, the Council has succeeded in getting both the University and the Soviet Ministry of Higher and Specialized Secondary Education to consider an academic year program for American students at

Leningrad University, and we plan to initiate this program for the 1979-1980 academic year. The Council has also secured preliminary approval for a short-term summer camp and community program during which American secondary school students will spend three weeks in a Soviet youth camp improving their Russian (already begun in high school) with their Soviet counterparts, and then spend a week with the family of one of their new friends.

One of the original goals of the CRLP Leningrad programs was to make the operation bilaterial, i.e. to sponsor programs for Soviet students of English on a consortium institution campus. Thus far we have been unable to do so, for the Ministry will not allow the students of Leningrad University to participate in such an exchange. We have, however, been able to receive visiting groups of Soviet students several times over the past five years; typically, the groups spend three days or so on three to four consortium campuses with students of the Russian programs there and are fed and housed at the expense of the given university or college. CIEE pays for their transportation within the United States and ofter subsidizes the host school's costs. On a somewhat more substantial educational level, we have recently initiated the custom of inviting Leningrad University instructors who teach in our programs there to spend a semester at one of the consortium institutions getting acquainted with American students and teaching methods in the United States. Thus far, we have had two such teachers, both of whom have served as the resident zavuch in our programs, the first at Syracuse University, and the second at Tufts University in Boston. These Soviet teachers receive a salary while at the American University, and they teach a normal load. Finally, we have made available several scholarships for Soviet students to spend a semester at several of our campuses, and we are awaiting word from the Ministry to put this plan into effect. While such students would not come in large groups but individually or perhaps by twos, this would be a beginning step toward our larger goal of receiving groups of Soviet students in return for the Americans we send on the summer and semester Russian language programs at Leningrad University. In this way, the CIEE-CRLP consortium will contribute to the education of both the American and Soviet students and, we hope, create a broader basis for mutual understanding than now exists.

ATTACHEMENT A

1978 SUMMER RUSSIAN LANGUAGE PROGRAM AT LENINGRAD STATE UNIVERSITY

PROGRAM OUTLINE

I.	Program Dates:	June 13 - August 15, 1978
	Dates in USSR:	June 16 - August 12, 1978
II.	Location:	Leningrad State University
III.	Group Size and Composition:	Resident Director, Associate Director, five faculty leaders, and approximately 150 students -- five university groups of approximately 30 students each. Soviet faculty and Soviet tutorial assistants as required.
IV.	Participants:	Intermediate and advanced students - minimum of two years of Russian on the university level or the equivalent.
V.	Student Groupings:	Students are placed in class groups according to their Russian language proficiency. There are approximately eight students per class.
VI.	Instructors:	Members of the Faculty of Philology at Leningrad State University. The same instructors are to remain with classes throughout the duration of the program.
VII.	Daily Schedule in Leningrad:	Six weeks, Monday - Friday

0800 - 0850	Breakfast
0900 - 0940	First class period
0945 - 1025	Second class period
1035 - 1115	Third class period
1120 - 1200	Fourth class period
1210 - 1300	Lectures, tutorials
1310 - 1400	Lunch
Afternoons:	Excursions or free time, as scheduled
1800 - 1930	Supper
Evenings:	Meetings with professional groups, entertainment, or free time, as scheduled.

III. Academic Program:

For a period of six weeks, classes are conducted at Leningrad State University by the Department of Russian for Foreigners and the Department of Phonetics, both of the Philological Faculty. The same instructors remain with classes throughout the duration of the program.

The academic program consists of twenty-four class hours per week, with an average of one to two hours of homework per night. Attendance at all classes is mandatory.

The curriculum is as follows:

Phonetics: 6 hours, including work in the language laboratory.

Conversation: 10 hours (non-theoretical exercises)

Grammar: 8 hours

All texts and unpublished materials utilized in the classroom are prepared by specialists at Leningrad State University for foreign students of Russian.

Tutorials are conducted one afternoon per week by Soviet faculty. Students attend tutorial sessions as assigned.

IX. Lectures:

Series I consists of no more than one afternoon lecture per week, on such topics as Soviet history, politics, economics, education, etc. Series II consists of a program of six class meetings, no more than one per week, half to two thirds of which will be conducted in small groups (six - eight students), devoted to close textual analysis concerning choice of words, phraseology and other stylistic aspects of major Russian authors and their works. The remaining sessions will be devoted to formal discussion of selected authors and their place in Russian literature.

The exact format and scheduling of this series will be determined by the American and Soviet academic directors of the program. The series is to be arranged by the University. Attendance is mandatory.

X. Fims:

Russian documentary films dealing with Soviet life and literary themes are shown one morning per week.

XI. Excursions and Overnight trips in Leningrad:

Excursions selected from the list below are to be arranged in consultation between the CIEE Resident Director and the University representative in order to coordinate them with the academic schedule. Discussion of excursions is to be an integral part of class work. No more than one excursion per week should be scheduled. Sundays should be free with the exception of overnight trips and the excursions to Petrodvoretz.

Excursions are organized by university group, or individual tickets are distributed, where appropriate. Excursions are mandatory unless students are informed otherwise by group leaders.

Excursions:

City orientation; Literary Leningrad: trips to homes of Pushkin, Doestoevsky and Blok and sites related to their works; Pushkin museum. Revolutionary Leningrad: trips to Smolny, the "Aurora", the Museum of the Revolution, Razliv; Historical Leningrad: trips to Museum of the History of Leningrad, Piskarevskoe Cemetery, Alexander Nevsky Lavra; Contemporary Leningrad: factory, government building; Visit to student construction project; Hermitage Museum, Russian Museum; Pioneer Camp; Collective farm; Boat ride on the Neva and the Bay of Finland; Union of Artists; Palace of Culture; Wedding Palace; House of Friendship; Youth Cafe; Sporting Event; Suburbs: Pavlovsk, Pushkin, Petrodvoretz.

Overnight trips: Tallin (Estonian SSR), and Novgorod.

XII. Cultural Events:

Opportunity will be provided for visit to theater, opera and cinema in Leningrad. Designation of performances to be made in advance to enable them to be coordinated with the overall program.

XIII. Meetings: Informal meetings are to be arranged with Soviet students, writers, actors, artists, poets, economists, psychologists, jurists, etc.

XIV. Post-Leningrad Field Trips: The post-Leningrad field trip is to include Moscow as well as other Soviet cities, according to university group itinerary. All groups depart the USSR from Moscow.

In Moscow, excursions selected from the list below are to be arranged in consultation with the Assistant Director and US faculty leaders:

City orientation; Kremlin, including Armory; Tretiakov Gallery; Rublev Museum; Lenin Mausoleum; Novodevichy Monastery; One-day trip: Zagorsk

Excursions are organized by university group, or individual tickets are distributed where appropriate. Excursions are mandatory unless students are informed otherwise by group leaders.

XV. Accomodations and Meals: Leningrad: In Dormitories of Leningrad State University, three to six persons to a room. Meals are taken in a University cafeteria.

In all other Soviet cities, the group will be housed at students hotels/hostels. Meals are taken at these hotels/hostels or in city restaurants.

While in Leningrad, each group will be assigned a guide, who will live with the students in the Dormitory. The guide will accompany each group on the post-Leningrad field trip, with a local guide joining the group during the visit in each city.

SUMMER RUSSIAN LANGUAGE PROGRAM

Program Syllabus

Language Classes: (Class size: 8 - 10 student per class)

PHONETICS - 6 hours per week

Course description: A systematic exploration and analysis of the Russian sound system (with its phonetic transcription), including separate phonemes, sound combinations and modifications in normal speech as well as intonational patterns. Introductory discussions of pronunciation norms prepare the student for practical reading exercises which comprise the bulk of classwork. Special attention is given to correcting individual pronunciation errors. Intonation tapes and language laboratory facilities are utilized as needed.

Instructors: Specialists in the Department of Phonetics

Texts: B. V. Bratus, Materially dlia zaniatiy po fonetike na kratko-srochnykh kyrsakh (Materials for a Short-Term Phonetics Course).

Recommended supplementary texts: E. A. Bryzgunova, Zvuki i intonatsiia russkoi rechi (Sounds and intonation of Russian Speech) (Moscow 1969) and, by the same author, Rabota po fonetike i intonatsii pri obuchenii russkomu iazyku dlia inostrantsev (Work in Phonetics and Intonation for the Instruction of Russian to Foreigners) (Moscow 1967).

CONVERSATION - 10 hours per week

Course description: A course designed to increase active vocabulary, further the student's control of idiomatic Russian and develop all the basic skills of oral expression. Every attempt is made to evoke spontaneous discussion about daily life -- including excursions, lectures and other parts of both the academic and cultural programs; however, much time is spent on directed conversation organized thematically (the city, public transportation, systems and procedures in the university, external descriptions of people, descriptions of inner character, museums, the theater, the cinema, seasons of the year, Russian national cuisine, holidays) with attention given also to speech situations of special practical use to foreigners in the USSR (meeting, greeting and taking leave of people; making introductions; expressing congratulations, requests and thanks; offering suggestions and advice; extending invitations; asking and granting favors; giving orders; forbidding actions; etc.

Instructors: Members of the Department of Russian for Foreigners

Texts: Russkii iazyk dlia inostrantsev: posobie po razvitiiu navykov ustnoi rechi (Russian Language for Foreigners: Manual for the Development of Oral Skills) (Leningrad 1969 - 1970), a series of manuals for developing conversational skills, especially prepared for foreign students of Russian by specialists at Leningrad State University. Posobie po razvitiiu navykov razgovornoi rechi dlia inostrantsev (Manual on the Development of Skills for Conversation for Foreigners) (Moscow 1971) by O. G. Motovilova. And posobie po razvitiiu navykov ustnoi rechi (Manual for the Development of Oral Skills) (Moscow 1972) by B. M. Matveeva.

GRAMMAR - 8 hours per week

Course description: Class lectures on Russian grammar are supplemented by active oral drilling and written exercises and compositions. Topics of study include the following:

A. (All students) The simple sentence: general structure; types of verbal predicates; verbs of existence, presence, location; motion verbs; verbal aspects; verbs of transitive action (putting, laying, etc.); the compound and simple predicate; action plus another verb ("Go buy some bread!", etc.); the imperative; reflexive verbs; predicate nominatives; types of linking verbs; long and short adjectives; predicative participles; derivation of adjectives from participles; circumstances expressed by the verbal adverb.

B. (Advanced students only) The "simple-compound" sentence (determinate-personal, generalized-personal and indeterminate-personal); comparative analysis of the "single-compound" and "double-compound" sentence; impersonal sentences; modal impersonal sentences.

Instructors: Members of the Department of Russian for Foreigners

Texts: Uchebnoe posobie po grammatike: Upotreblenie vidov glagola (Verbal Aspect); Glagoly bytiia - obnaruzheniie (Verbs of Being); and Glagoly Dvizheniya (Verbs of Motion). L. M. Bobrova, Pristavochnye glagoly: nekotorye tipy (Several types of prefixed verbs). Supplementary texts will be provided as needed.

LITERATURE: LECTURES AND EXCURSIONS - One lecture per week, plus occasional excursion in and around Leningrad.

Course description: A series of monograph lectures on major Russian and Soviet literary figures and works: Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Soviet novelists of the 1920's and 1930's and contemporary Soviet short stories and novellas. These lectures are supplemented by excursions to the homes of Pushkin, Dostoevsky and Blok, sites related to their works, and the Pushkin Museum.

Instructors: Specialists from the Dept. of Russian and Soviet Literature, and professional excursion guides.

Texts: Fate of a Man

CONTEMPORARY USSR: LECTURES AND EXCURSIONS - One lecture per week, one weekend excursion per month, plus occasional mid-week excursions in and around Leningrad.

Course description: Lectures on education, history, economics, law, art, ethnography, architecture and other areas of contemporary Soviet life are complemented by regularly organized excursions to museums and other places of cultural and historic interest, meetings with Soviet youth, workers and professionals, as well as overnight trips to such nearby cities as Novgorod or Pskov, and Tallin (Estonia). Every attempt is made to coordinate lectures and discussions with trips, meetings and excursions to provide students with both first-hand and indirect, interpretive information about all possible aspects of contemporary Russia.

Instructors: Various members of Leningrad State University faculty, American director and professional excursion guides.

TUTORIALS

Tutorial sessions to be scheduled as needed on an individual or small group basis to provide students an opportunity to review and discuss special problems relating to class work in language and literature courses and lectures.

FIELD TRIP - An eleven-day trip to Moscow and other Soviet cities.

Description: The eleven-day trip includes excursions to places of cultural and educational interest, meetings with local citizens, and free time for students to become acquainted with the cities visited. The field trip, which follows the six-week period of residence at Leningrad State University, is coordinated with the academic program through preparation in class prior to departure.

ATTACHMENT B

1978 SEMESTER RUSSIAN LANGUAGE PROGRAM
AT LENINGRAD STATE UNIVERSITY

PROGRAM OUTLINE

I. Program Dates:	Spring Semester Program: February 1, 1978 - May 30, 1978 Fall Semester Program: September 13, 1978 - Jan. 9, 1979
Dates in USSR:	Spring Semester Program: February 4, 1978 - May 27, 1978 Fall Semester Program: September 16, 1978 - Jan. 6, 1979
II. Location:	Leningrad State University
III. Group Size and Composition:	30 - 35 students, CIEE Resident Director, Assistant to the Director, Soviet faculty and Soviet tutorial assistants as required.
IV. Participants:	Upper intermediate and advanced students only -- minimum of three years of Russian on university level or equivalent.
V. Student Grouping:	Students to be grouped by level of ability.
VI. Instructors:	Members of the Faculty of Philology at Leningrad State University. The same instructors are to remain with classes throughout the duration of the program.
VII. Language Classes:	5 days per week Phonetics - 3 classes per week; Conversation - 6 classes per week; Composition, Advanced Syntax - 3 classes per week; Translation - 3 classes per week.
VIII. Analytical Reading:	2 Sessions per week - choice of groups: 1) "19th and 20th Century Literature"; 1 session - "explication de texte"; 1 session - presentation of an author and his work. 2) "The Soviet Press" - 2 sessions - readings and discussions of articles from Soviet publications.

IX. Lecture Series: Contemporary USSR - history, politics, government, civilization, culture, including performing and fine arts - 1 lecture per week.

X. Auditing: To be arranged if appropriate on recommendation of Resident Director in consultation with the Leningrad State University Director of the academic program.

XI. Tutorials: To be arranged as needed.

XII. Language Lab: Intonation tapes are to be available for independent student use. Laboratory facilities are utilized on an informal basis.

XIII. Excursions and Overnight Trips in Leningrad: Excursions selected from the list below are to be arranged in consultation between the CIEE Resident Director and University representatives in order to coordinate them with the academic schedule. Discussion of excursions is to be an integral part of class work. No more than one mid-week excursion per week should be scheduled. Sundays should generally be free with the exception of overnight trips and certain day-long excursions.

Excursions are to be organized for the entire group, or individual tickets distributed, as appropriate. Excursions are mandatory unless students are informed otherwise by the Resident Director.

Excursions will be selected from the following choices:

City Orientation; Literary Leningrad: trips to homes of Pushkin, Dostoevsky, and Blok and sites related to their works, Pushkin Museum; Revolutionary Leningrad: trips to Smolny, the "Aurora", the Museum of the Revolution, Razliv; Historical Leningrad: trips to Museum of the History of Leningrad, Piskarevskoe Cemetery, Alexander Nevsky Lavra; Contemporary Leningrad: factory, government building; Visit to student construction project; Hermitage Museum, Collective Farm; Boat ride on the Neva and Bay of Finland; Union of Artists; Palace of Culture; Wedding Palace; House of Friendship; Youth Cafe; Sporting Event; Suburbs: Pavlovsk, Pushkin, Petrodvoretz.

Overnight Trips - one weekend per month: Tallin, Riga.

XIV. Meetings

Informal meetings are to be arranged with Soviet students, writers, actors, artists, poets, economists, psychologists, jurists, etc.

XV. Cultural Events:

Visits to be arranged to cinema (minimum of one per month). Designation of these performances is to be made in advance to enable them to be coordinated with the overall program.

XVI. Library Facilities:

Students and faculty are to receive cards enabling them to use university and city libraries.

XVII. Field Trip:

Eleven days to be scheduled at mid-semester.

The field trip is to include five full program days in Moscow, three days in Tbilisi, and three days in Kiev.

In Moscow, excursions selected from the list below are to be arranged in consultation with the CIEE Resident Director.

City Orientation; Bolshoi Theater, Kremlin, including Armory; Tretiakov Gallery; Rublev Museum; Lenin Mausoleum; Novodevichy Monastery; One-day trip: Zagorsk.

Excursions are to be organized for the entire group, or individual tickets distributed, as appropriate. Excursions are mandatory unless students are informed otherwise by the Resident Director

XVIII. Accomodations and Meals:

Leningrad: Students are housed in Dormitory No.6 of Leningrad State University, three to six persons per room, with Soviet students as roommates. Meals are taken in University Cafeteria No.8. In the event that the cafeteria is closed on Sundays, meal tickets will be furnished for use at a nearby cafeteria.

In all other Soviet cities, the group will be housed at student hotels, with two to four persons to a room. Meals are taken at these hotels or at city restaurants.

SEMESTER RUSSIAN LANGUAGE PROGRAM

Program Syllabus

Language Classes: (Class size: 5 - 6 students per class)

PHONETICS - 3 classes per week

Course description: A systematic exploration and analysis of the Russian sound system (with its phonetic transcription), including separate phonemes, sound combinations and modifications in normal speech as well as intonational patterns. Introductory discussions of pronunciation norms prepare the student for practical reading exercises which comprise the bulk of classwork. Special attention is given to correcting individual pronunciation errors.

Instructors: Specialists from the Department of Phonetics.

Texts: B. V. Bratus, Materialy dlia zanyatiy no fonetike na kratkosrochnykh kursakh. Recommended supplementary texts: E. A. Bryzgunova, Zvuki i intonatsiia russkoi rechi (Sounds and Intonation of Russian Speech) (Moscow 1969) and, by the same author, Rabota po fonetike i intonatsii pri obuchenii russkomu iazku dlia inostrantsev (Work in Phonetics and Intonation for the Instruction of Russian to Foreigners (Moscow 1967).

CONVERSATION - 6 classes per week

Course description: A course designed to increase active vocabulary, further the student's control of idiomatic Russian and develop all the basic skills of oral expression. Every attempt is made to evoke spontaneous discussion about daily life -- including excursions, lectures and other parts of both the academic and cultural programs; however, much time is spent on directed conversation organized thematically (the city, public transportation, systems and procedures in the university, external descriptions of people, descriptions of inner character, museums, the theater, the cinema, seasons of the year, Russian national cuisine, holidays) with attention given also to speech situations of special practical use to foreigners in the USSR (meeting, greeting, and taking leave of people; making introductions; expressing congratulations, requests and thanks; offering suggestions and advice; extending invitations; asking and granting favors; giving orders; forbidding actions; etc.).

Texts: Russkii iazyk dlia inostrantsev: posobie to razvitiiu navykov ustnoi rechi (Russian Language for Foreigners: Manual for the Development for Oral Skills) (Leningrad, 1969 - 1970), a series of manuals for developing conversational skills, especially prepared for foreign students of Russian by specialists at Leningrad State University.

ADVANCED COMPOSITION AND SYNTAX - 3 classes per week

Course description: Class lectures on Russian syntactic structures are supplemented by active oral drilling and written exercises and compositions. Topics of study include the following:

A. (Seven weeks) The simple sentence: general structure; types of verbal predicates; verbs of existence, presence, location; motion verbs; verbal aspects; verbs of transitive action (putting, laying, etc.); the compound and simple predicate; action plus another verb ("Go buy some bread!", etc.); the imperative; reflexive verbs; predicate participles; derivation of adjectives from participles; circumstances expressed by the verbal adverb.

B. (Four weeks) The "simple-compound" sentence (determinate-personal, generalized-personal and indeterminate-personal); comparative analysis of the "single-compound" and "double-compound" sentence; impersonal sentences; modal impersonal sentences.

C. (Three weeks) The complex sentence.

Instructors: Members of the Department of Russian for Foreigners

Texts: Uchebnoe posobie no grammatike: Upotreblenie vidov glagola (verbal aspect); Glagoly bytiia -- obnaruzheniia (verbs of being); Glagoly Dvizheniya (verbs of motion); L. M. Bobrova, Pristavochnye glagoly: nekotorye tipy (several types of prefixed verbs). Supplementary texts will be provided as needed.

TRANSLATION - 3 classes per week

Course description: May include some discussion of translation theory but most class time is spent rendering carefully selected Russian texts into American English or vice versa. Special attention is given to finding correct equivalents for commonly used idiomatic expressions in both languages and weaning the student from the practice of translation as word-for-word lexical replacement.

Instructors: Bilingual members of the Department of English

Texts: Materials of general interest gathered by instructors in collaboration with the American director, often newspaper articles or excerpts from contemporary artistic prose, for translation. Recommended reading: T. N. Malchevskaia, Sbornik upraznenii no perevodu gumanitarnykh tekstov s angliiskogo iazyka na russkii (Collection of Exercises on Translation of Humanistic Texts from English into Russian) (Leningrad 1970).

ANALYTICAL READINGS COURSE: Choice of "Soviet Press" or "19th and 20th Century Russian and Soviet Literature" - 2 classes per week, not to exceed 60 minutes each.

Literature: One session per week will be devoted to a presentation of the author's biography, his major works, and his place in the development of Russian and Soviet literature and culture. One session per week will be devoted to the analysis of texts for characteristic stylistic peculiarities and thematic concerns. Students will prepare one to two pages of Russian texts selected by the Department of Russian and Soviet literature. The instructor will give an "explication de texte" discussing the reasons for the author's choice of words and phrases, and he will point out the most important features of the author's style. Class discussion will be based on this material.

Instructors: Specialists from the Department of Russian and Soviet Literature.

Texts: Passages from the works of each author discussed, to be assigned by the instructors.

Soviet Press: Two sessions per week will be devoted to an analysis of assigned readings in the currently available Soviet press, using such periodicals as Nauka i Zhizn, Literaturnaya Gazeta, Pravda, Izvestia, etc. The instructor will furnish the students with vocabulary lists, which the student will be responsible for learning. Class discussion of the assigned reading, for which the students must prepare questions on the material, will acquaint participants with the special language of Russian journalistic style.

Instructors: Specialists from the Department of Russian and Soviet Literature.

Texts: Current Soviet periodicals.

CONTEMPORARY USSR: LECTURES AND EXCURSIONS: One lecture per week, one weekend excursion per month, plus occasional mid-week excursions in and around Leningrad.

Course description: Lectures on education, history, economics, law, art, ethnography, architecture and other areas of contemporary Soviet life are complemented by regularly organized excursions to museums and other places of cultural and historic interest, meetings with Soviet youth, workers and professionals, as well as overnight trips to such nearby cities as Novgorod or Pskov, Riga (Latvia) and Tallin (Estonia). Every attempt is made to coordinate lectures and discussions with trips, meetings, and excursions to provide students with first-hand and indirect, interpretive information about all possible aspects of contemporary Russia.

Instructors: Various members of Leningrad State University faculty, plus American director and professional excursion guides.

Texts: none

AUDITING

Participants may audit an extra course at the university if appropriate. This will generally be a special course designed to complement the program curriculum (e.g. "The Linguostylistics of Russian", "Teaching Russian as a Foreign Language", etc.). Upon recommendation of the Resident Director in consultation with the Leningrad State University Director, arrangements may be made for certain students with sufficient background to audit another course.

TUTORIALS

Tutorial sessions to be scheduled as needed on an individual or small group basis to provide students with an opportunity to review and discuss special problems relating to class work in language and literature courses and lectures.

FIELD TRIP - An eleven-day field trip to Moscow, Tbilisi, and Kiev.

Description: A field trip designed to introduce students to the major cities and peoples of three different Soviet republics. The eleven-day trip includes excursions to places of cultural and educational interest, meetings with local citizens, and free time for students to become acquainted with the cities. The field trip is coordinated with the academic program through preparation in class prior to the trip and discussions of experiences and impressions upon return to Leningrad.

viii) SUMMARY OF REMARKS BY DR. RICHARD T. THOMPSON

Dr. Thompson discussed a number of issues, including funding of Title VI and Fulbright language programs; Global Education; role of MLA Task Forces on Foreign Language needs; combined application for area, center and fellowship funding; merging of Cultural Affairs units of the US Department of State and the USIA to form the new International Communications Agency; and review procedures for group study abroad proposals.

In the question period that followed, Dr. Thompson offered to send Session participants descriptive literature on types of funding available for research dissemination, etc.

Dr. Thompson thanked the participants for their contributions and hard work, saying he expected good things to come out of these efforts. The participants thanked him for his persistent support, and they also thanked their CASA and AUC hosts for all their efforts.

ix) SUMMARY OF REMARKS BY MR. EDWARD SCEBOLD

Mr. Scebold began his remarks by stating his objective, namely to convince those present to take every possible step to implement the recommendations of this Session. He read the charge of the President's Commission on Foreign Language and International Studies (Executive Order 12054, April 21, 1978: See Appendix II), and then read surveys of foreign language enrollment figures in US colleges for 1977, showing an overall loss of 1.4% as compared with 1974 enrollments. There was, he said, a great concern for the future of foreign language training in the US, and those within this field should act together.

Mr. Scebold then sketched the history of the Modern Language Association (MLA) founded in 1883, and its concern with effective language teaching, culminating in the creation of the American Council on the Teaching of Foreign Languages (ACTFL) in 1967. He referred in his remarks to the creation of NDEA by Congress in the 1950's; to the MLA report in 1973 on "A Foreign Language Program for the 1970's;" the American Council on Education's report, "Education for Global Interdependence" (1975) calling for a President's Commission on Foreign Language and International Studies; the Helsinki Accords of 1975 requiring signatories to take measures for the study of foreign languages in their respective countries; and the MLA Task Forces of 1977-1978 on various aspects of foreign language study (See Appendix III).

He urged that we face squarely the problem of fragmentation and went on to delineate the following tasks which lie ahead:

1. Continuation of the work of Task Force #5 (Government Relations).
2. Focusing on ways to get professional language people to take these recommendations and circulate, publicize and discuss them with colleagues in the United States.
3. The establishment of priorities and setting to work on them.
4. Making a systematic endeavour to establish a strong rationale for language study.

He concluded his remarks by urging participants to work together and with others in a collective effort to meet these challenges.

4. STUDY GROUP REPORTS

In the course of making program presentations and then discussing them in plenary session on Monday and Tuesday, a number of general concerns arose. In order to attack them expeditiously and allow for ample discussion, Dr. Thompson proposed the formation of Study Groups. The procedure followed was to list all the concerns voiced by the participants and then group the related ones together. Twelve areas emerged. Each participant was then free to sign up for any two he or she had a particular interest in, with each group limited to three or four. A period of time was then set aside (8:30 - 11:00 a.m. Wednesday) for "brainstorming" the issue: its definition, ramifications, implications, problems, solutions, recommendations. After the coffee break each Study Group in turn reported to the Session at large on its deliberations through a spokesman; after the ensuing discussion the Study Group was responsible for drafting a revised report. The draft reports were typed, duplicated and distributed to each participant for careful study. Beginning after lunch on Thursday they were again discussed, each in turn, in plenary session, and voted on. By this juncture there was considerable consensus, and all were approved without dissent.

After the Session was over McCarus and Hunwick went over the reports, formally editing them to produce greater harmony of presentation and making a few emendations in content in the light of recorded comments during the final discussions. They also rearranged and re-numbered the reports so that related topics cluster together. After editing, the Study Group reports were then mailed to all participants for final examination and approval. Suggestions and corrections were judiciously accepted and the results are given below. In listing the members of each group, the spokesman is named first, followed by a semicolon. The other names are given in alphabetical order. A summary of recommendations can be found in Appendix VI.

The concept of "independent competence" in language learning came up a number of times during the Session. In its report Study Group 8 came up with a definition and, owing to the importance of this notion, the text of their definition is given here first in the introduction and has been excised from the report of Study Group 8.

Description of "Independent Competence"

The goal or standard of achievement to be attained in each aspect (speaking, aural comprehension, reading, writing) of a formal language training program may be called "independent competence (IC)." IC, which is well below full mastery, has the following characteristics:

1. It is that point at which one can function adequately in the language by him/herself in unstructured (not specialized or technical) situations in which all participants have in common only the target language. On the written side, this means the ability to read and write general materials without a dictionary.

2. It is that point at which one knows enough of the target language:

a. to recognize most of one's own deficiencies;
b. to be able to seek their repair largely on one's own;
c. to be able to move ahead on more specialized dimensions (e.g., research) on a firm foundation of general language skills.

3. It is that point at which one has little further strong need for a systematic, structured, and general language-training program. Beyond this point, one should be functioning mainly in the world-at-large with, perhaps, some tuition at specialized levels or in areas of particular difficulty.

4. It is that point at which basic, general language skills have been imprinted with sufficient permanence so as to carry the individual over unavoidable periods of relative disuse, or of use restricted to limited or specialized ends. This does not mean that nothing will be lost during such periods, but that fundamental control will not be eroded, as it will be if IC is not reached. There are vast differences in skill recovery before and after attaining IC: the latter involves reactivation, the former involves relearning. If IC is not reached, one risks the psychic and professional damage of becoming a language cripple--one who is presumed to know the language well, but cannot really use it, except in areas of very limited scope and depth.

Because of differences in the way individuals respond to the various components of language, it is difficult to specify a single abstract criterion for IC, and unrealistic to expect that an individual will approach IC in all components at the same rate. For most, there is a kind of subjective awareness that such a level has been reached--felt not only by the individual but also by the native language users with whom he is in contact.

GROUP 1: PROGRAM LENGTH, INTENSITY, TIMING; STUDENT AND TEACHER LOADS

Members: Pray; Conrad, Hunwick, Mehendiratta, McCarus

Following are the results of a survey on program length, timing, contact hours per week and teacher load made of the seven programs:

1. Four types of programs are: summer only, summer plus academic year, academic year only, one semester or quarter during academic year.

2. Summer and one semester/quarter programs are more suitable for undergraduate students and faculty retraining programs. Full academic year programs are more suitable to graduate students at early point in graduate career, prior to returning for field research.

3. There is a need for more accurate and precise definition of the degree of program intensiveness. Program descriptions should include an estimate of the factors below rather than just the number of class hours:

    a. number of contact hours student spends in class,

    b. class size: tutorial vs. small (2-4) vs. medium (5-8). Presumably the smaller the class the more intensive it is,

    c. the ratio of homework required to classwork; classes in reading and composition require more home study in proportion to class time; classes in speaking and comprehension require relatively less home study (including audio-visual and language laboratory) than class time,

    d. availability and accessibility of interpersonal and cultural contacts for the student, that is, how much time does a student spend talking and using the language outside of the structured program.

4. The number of hours teachers spend in the classroom should be reduced when possible to allow more time for material development and to raise their status by making their workloads similar to other college and university staff.

5. Correlations should be attempted between hours of language study required to reach specified proficiency levels. This is an area of possible research.

GROUP 2: CLASS SIZE

Members: Dew; Kamel, Nigam, Takagi

Class size in the programs represented in the conference ranges from single-student tutorials to classes of as many as ten students. Discussion in the small group that presented this subject and by the conference as a whole revolved around two issues: (1) appropriate mix of group and tutorial classes and (2) most desirable size of group classes

Several of our programs provide only a very small amount of individual instruction. The Leningrad program, with class size in the regular semester program of five to seven students, provides tutorials only on a special-need basis. The Tokyo program, with four students in each group class, provides one hour per week of tutorial at the beginning of the year. In the Cairo program, with group class size of five to seven students, one half hour has just been instituted as a weekly tutorial for each student. Teachers report that students almost always force the scheduled half hour into a full hour, and the teachers expressed a felt need for an additional hour or two per week of tutorial. At the other end of the scale is the Taipei program, in which each student has ten hours per week of small group classes and ten hours of individual classes. In this program students clamor for even more individual classes, feeling that instruction and learning are far more efficient on an individual basis than in group classes.

Conference table discussion of this tutorial versus group class issue was broad-ranging. Just as Taipei representatives had been shocked to learn that some students might go through a year in an intensive program overseas without having any tutorials or with only a half hour per week, representatives of these other program were equally surprised to learn that a program would provide as much as ten hours per week of individual class. Some of the considerations that came up in the discussion are:

1. Cost. The costliness of individual classes comes quickly to the fore.

2. Advantages of group classes. Some conference participants felt that, quite aside from the economics of the matter, there are some clear advantages to group classes. Competition, for example, was felt by some to be a positive factor. Others decried American competitiveness but suggested that cooperative learning is a good thing and that a group class provides a more natural language situation.

3. Problems with group classes. Taipei program administrators feel that it is difficult to group students together so that a class will be made up of students of the same or similar levels of achievement and ability. The response to this problem was to maintain a high level of flexibility in reassignment from one group to another. It was suggested that better admissions procedures and placement tests would alleviate this problem. In response it was pointed out that level of competence in a language is a very complex matter and that placement may be especially difficult in a language like

Chinese with such limited carryover between speaking and reading competences, with some students coming into the program having learned the traditional full form characters and other having studied only simplified characters, etc.

In the discussion of the question of optimal size for group classes, there was a general impression that representatives of each program felt that the size of classes in their own program was very good. Except for occasionally going as high as ten students in the Leningrad summer program, the classes in our various programs seldom have more than seven students, and most participants in the conference felt that classes of six or sevel students were less effective than those of four or five and that certain kinds of classes were better with only two or three students. Reference was made to published results of studies of the question of class size, and Dr. Thompson said that he would locate these reports for us and would obtain any data on the subject that might be available from government agencies.

While warmly welcoming any such data as might be available, the Session felt that prior studies are likely to have been made in programs quite different from those represented here, and it therefore concluded its discussion of this topic with the following recommendation:

That a proposal be submitted to the Office of Education requesting funding for a study of the question of class size and its bearing on the effectiveness of instruction in an overseas full time intensive program which trains students in non-European languages.

GROUP 3: SOFTWARE AND HARDWARE

Members: Silver; Hunwick, Nigam, Takagi

Recommendation 1

The Session recommends consideration by each program of the broadest possible range of teaching materials and audio-visual techniques, as in the following categories:

I. Illustrative Materials

A. Conversations--available in written, taped, and (where possible) videotaped form; more advanced materials should include actual, not staged, examples to illustrate colloquial language not often found in textbooks.

1. Sample basic conversations for living situations:
    - a. greetings, introductions, meetings, invitations, etc.
    - b. telephone conversations
    - c. shopping, bargaining, money transactions
    - d. directions, sections of city, travel, reservations
    - e. meals
    - f. institutional and bureaucratic transactions: immigration and customs, Post Office, police, security, hospital
    - g. tonsorial: clothes, barber, beauty parlor
    - h. small talk--weather
    - i. abuse and insult
2. More specifically topical conversations: politics, religion, art, culture, biography, etc.
3. Examples and discussion of conversational etiquette, and appropriate levels of politeness and formality, including slang usage and its appropriate contexts.

B. Written materials--with explanations and serial glossaries, accompanied when appropriate by tapes

1. signs--store, street, traffic instructions
2. children's materials--e.g., nursery rhymes to introduce metric structures, children's vocabulary
3. comics; political cartoons for more advanced students
4. newspapers--headlines only, or full articles
5. magazines and journals
6. advertisements--posters, billboards, handbills, newspaper and magazine ads
7. grafitti
8. correspondence--in varying levels of formality, with etiquette
9. dictionary entries
10. institutional forms, such as visa applications
11. poetry; articles and books (or portions thereof) or literature, history, politics, art, religion, culture, etc., extension of A.2 above.

12. topical vocabulary lists, with essay or sentences
13. lists of related idioms, with essay or sentences
14. handwriting and its range of variation, including calligraphy (including B.1 above)

C. Aural materials--demonstrated by teachers and available on tape, with written discussion.

   1. variations in accent, on basis of region, class, sex, age, (including children's talk)
   2. variations in dialect and pronunciation
   3. intonational patterns, including sarcasm
   4. sub-verbal sounds; exclamations; expressions of approval, disapproval, astonishment, fear; animal sounds, and onomatopoeia
   5. speed of speech
   6. meter and stressing of poetic recitation
   7. uses of silence

D. Visual materials to illustrate non-verbal communication, live or videotaped demonstration, work with written commentary.

   1. facial expressions
   2. hand gestures, both purely expressive and those reinforcing speech
   3. body gestures
   4. methods of counting on fingers
   5. general body etiquette, as when meeting, eating, or taking leave

E. Examples of code-switching, and other socio-cultural phenomena involving language.

F. Existing live, broadcast, recorded, videotaped, or filmed presentations which will illuminate some aspect of the culture, e.g., poetic recitations, songs, plays, puppet shows, judicial or legislative proceedings, sports events, advertising jingles, interviews, lectures, when possible, accompanying vocabularies, texts, and explanations (particularly for taped or filmed materials).

II. Development of conceptual approaches, particularly through audio-visual techniques, to the teaching of language.

A. Examination of indigenous grammatical concepts and terminology, with (when possible) English equivalents.

B. Examination of names and the principles behind the giving of names.

C. Development of needed drills involving substitution, completion, transformation, expansion, memorization, etc.

D. Use of picture-reading (or story or dialogue construction) from drawings, photos, slides, or film strips

E. Verbal improvisation, or reconstruction of conversations, stories, dramas, lectures, etc.

F. Full improvisation or re-enactment, with action, of conversations, dramas, films, etc.

G. Tape (and videotape) of student's performance for evaluation and documentation of progress.

Further Recommendations:

The Session further recommended:

2. A constant awareness of the importance of coherent, continuous, and graduated progression in the development of teaching materials and approaches, as well as the use of multiple approaches (conversations, essays, lectures, films) to a single topic of vocabulary cluster in order that the students have adequate exposure to topical vocabulary in a variety of contexts.

3. The establishment of a regular procedure for the dissemination, with appropriate instructions, of materials (texts and tapes) developed abroad to interested programs in the US.

4. The establishment of channels for sharing new approaches among all foreign programs, as in a periodic newsletter.

5. An investigation of ways in which such facilities as USIS audio and visual equipment may be used by language programs.

6. The publication of information on funding sources for the development and publication of new materials and for the purchase of audio-visual and language-laboratory equipment for programs abroad.

GROUP 4: STAFF DEVELOPMENT

Members: Hunwick; McCarus, Scebold, Warraki

The Session endorses the following propositions:

1. That a language program, more than perhaps most other programs of instruction, stands or falls on the quality of its teaching.

2. That language teaching and in particular the teaching of difficult languages across wide cultural gulfs demands teachers of high calibre and special personal qualities.

3. That the recruitment and training of such teachers is a major task facing administrators of programs in the "uncommonly taught languages."

4. That every teacher, even the most excellent, benefits from exposure to different teaching techniques and new pedagogical methods.

In light of the above, the Session urges program directors to seek ways of funding the following types of activity:

1. The training of potential teachers within the framework of specialized teacher-training programs (e.g., TAFL program).

2. Travel and maintenance for teachers already serving in language programs for the following ends:

    a. visits to other centers both regionally and inter-regionally and in the United States where their language is being taught to non-speakers (see also the report of Study Group 2);

    b. attendance at specialized meetings, conferences and workshops concerned with teaching of their language;

    c. cooperative research specifically related to problems identified at their respective centers.

The Session believes that the further professionalization of instruction in the uncommonly taught languages will not only ensure the continued and increased utility of overseas centers but will certainly have an important impact on the teaching of these languages at centers in the US.

GROUP 5: OPTIMAL USE OF HOST COUNTRY ENVIRONMENT

Members: Brown; Schiffman, Speidel, Warraki

Problem:

Influenced by the tendency to equate language training with what takes place inside the classroom, most of our seven programs have not fully utilized their opportunities for strengthening language study through structured extra-mural activities (trips, explorations and personal contacts) as an integral part of the formal curriculum.

Recommendations:

1. That teachers and directors be encouraged to organize group trips (with teachers) to historical sites, governmental offices, local villages, religious edifices, museums, exhibitions and festivals where students will have opportunities to use the language in situations of social and cultural significance.

2. That teachers and directors be encouraged to help students to contact persons outside the classroom (public officials, ticket salesmen, priests, students, teachers, et al.) by a) assigning each student a particular task and b) having him or her report findings to the class. For example, a student with a known interest in Buddhism might be asked to go to an old local temple to find out when it was founded and what sect it is associated with; or a major in politics might be assigned the task of finding the local office of the major political party, and finding out when and where the next public meeting is to be held; a person interested in economics might be asked to call on a hotel manager and ask when is the busiest time of the year and why.

3. That teachers and directors be encouraged to help students establish meaningful associations with individuals of the host country who have a similar hobby or professional or other special interest; e.g., a student might be helped to contact, or join, a club in his or her favorite sport or type of music, or in such hobbies as stamp collecting and travel.

GROUP 6: DIGLOSSIA

Members: Schiffman; Hibbett, Salib

1. Diglossia (defined as a characteristic of certain languages such that they exhibit different forms used in different social situations, usually distinguished as formal/literary versus spoken/colloquial/informal, was first defined and elaborated by Ferguson in an article devoted primarily to Arabic (Word, 1959). It is also a problem with regard to Tamil and other South Asian languages.

2. Diglossic languages are hard to teach and learn because students are in effect required to learn two closely related languages at the same time. These two forms share many phonological, grammatical, and lexical similarities, but they must be kept distinct in the culture they are used in, or mixed in particular ways. There are also problems with speakers of the language who feel that foreigners should not learn to use the spoken variety and will not speak it with them. Attempts to speak or learn this variety will be often met with laughter, derision, anger, or other emotional reactions that are not encouraging to the langauge learner.

3. There is also the problem of when to start teaching which variety of the langauge. In the US, most universities that teach Arabic and Tamil teach only the literary language. Students who come to the host country then must learn the spoken variety afterwards. Some of us feel that it may be easier to start with spoken and learn written later, rather than vice versa. Learning literary Arabic/Tamil comes very rapidly after some spoken is known, and spoken does not then have a literary flavor to it, which often happens if literary is acquired first.

   It seems to be true that some students learn better by ear than by eye, i.e., some do better at oral/aural, while others seem to learn best when they rely on their visual memory. But research is necessary to determine whether the spoken or the written variety of a given language should be taught first.

   Another problem is that phonological elements in the literary language do not always correspond one-to-one with comparable elements in the spoken, e.g., vowels present in literary may be absent in spoken, or a consonant may "split" into two separate phonemes in spoken (or vice versa). But these are facts of the language and must be dealt with at some date, and no matter which variety is learned first.

4. The largest problem may be materials. Books and other types of publications are available for the literary language. Good spoken materials based on radio, plays, TV, etc. are harder to develop and distribute. We also lack expertise in developing and using these materials. We need help with the "hardware" and "software" of this approach and need to share whatever expertise we already possess.

5. Recommendation:

There needs to be research into the question of how best to teach diglossic languages. This includes not only the development of materials based on spoken language (such as radio, plays, films, and TV) but also research into the socio-linguistics of language use. This means that we need to learn how native speakers know when to use what variety and when to use another (i.e., what is their competence to do this). Much research has been done in the US and elsewhere on socio-linguistics, sociology of language, the ethnography of communication, pragmatics, and so on, but specific work on levels of language, polite speech, and code-switching in diglossic languages such as Tamil and Arabic (and to a different degree in Hindi and Urdu, Indonesian languages, etc.) is still needed. It is proposed that collaborative research involving e.g, CASA and AIIS, be worked out, with joint research projects funded by the Office of Education or other agencies to be undertaken.

GROUP 7: SPECIAL PROGRAMS

Members: Speidel; Duus, Salib

Given the diversity represented by the various overseas schools, it was deemed best first to identify possible additions to core programs along with possible problems and then to make certain specific recommendations.

A. Examples of Special Programs.

1. Faculty refresher courses.
2. Programs for pre-doctoral research grantees
3. Non-academic offerings
    a. businessmen
    b. lawyers
    c. career diplomats
    d. foundation officials
4. Summer Programs (for programs currently offering academic year study only)
5. Continuation of the basic year program (for slower students primarily).
6. A formal second-year program.
    a. small number of highly promising students to develop outstanding competence
    b. interpreters/translators

B. Possible Problems or Considerations To Be Faced

1. Financing--drain on existing budget or source of additional income?
2. Special materials required.
3. Special instructional staff required
4. Optimal length of any special program.
5. Ease or difficulty of integration into the core program.
6. Dilution of the basic core program--straining the administration of the school: service to the field versus opportunities to increase income.

C. Recommendations.

1. In terms of national priorities (and given the state of the academic field today), it is recommended that the various overseas schools consider providing quality refresher advanced language training for

faculty members in addition to the responsibility for training graduate and undergraduate students up to "independent competence" in the target language. This will contribute to raising the language competence of existing members of the academic profession. Publicity of such an opportunity for faculty is important, as is the consideration of including financial assistance to faculty as a part of existing funding.

2. The implementation of a second-year program to raise the competence of a few excellent students should be given consideration.

GROUP 8: RELATIONSHIP OF OVERSEAS LANGUAGE INSTITUTIONS WITH DOMESTIC LANGUAGE AND AREA PROGRAMS

Members: Van Slyke; Silver, Wolff

Recommendations and Proposals

I. That domestic programs be made more fully aware of the role and goals of overseas Language Schools, e.g.,

   A. instruction at overseas centers covers the range from intermediate to advanced, which is least feasible at domestic institutions;

   B. the goal is the rapid and solid achievement of "Independent Competence" (see above for description of this level of capability.)

II. That information concerning overseas programs be made regularly and systematically available to domestic institutions, e.g.,

   A. OE or other suitable agency distribute a directory/brochure of all foreign language programs abroad;

   B. publication and distribution of sample screening/admission examinations (programs may wish to seek further standardization before undertaking this task), with the goal of helping to set field standards;

   C. meetings on home campuses which send substantial numbers of students to overseas programs, with the goal of publicizing these programs, perhaps conducted by consortium representatives and alumni;

   D. meetings and information-distribution at professional association meetings.

(Note: OE mass-mailings are possible; emphasis should be placed on overseas language programs as a generic type of educational experience. ; OE funds are available for examination/development).

III. That materials development be as widely shared as possible among the various language programs (see also recommendation Group 11), it being understood that many materials will be site specific and not readily generalizable to domestic programs.

IV. That personnel exchange be facilitated and encouraged wherever feasible.

   A. Exploration of exchange of language-teaching faculty members between overseas and domestic schools.

   B. Faculty Language study, especially in social science and humanities disciplines, either retooling or basic study (see also recommendation Group 7).

GROUP 9: EVALUATION

Members: Scebold; Brown, Hibbett, Warraki

There was agreement on the need for specific statements of proficiency goals, as it is very difficult to communicate a student's knowledge of a given language at present in a simple, concise manner.

Within the context of selecting students for programs and maintaining accurate records of student progress, the following recommendations were made by the Joint Evaluation Session:

1. More use should be made of student language aptitude tests such as the Modern Language Aptitude Test or the PIMSLEUR aptitude test as a selection device; it should be understood, however, that test results should not be over-emphasized, as student motivation is very important.

2. There should be follow-up of admission evaluations; end-of-program results should be compared, a relationship established between the two, and the compiled statistics should be shared with the program faculty.

3. Program directors should take steps to introduce a proficiency scale based on levels of competence similar to the Foreign Service Institute scale. This work will be supplemented and supported by other work underway to develop proficiency goals for the foreign language teaching profession by stage of language development.

4. Information on student proficiency should become part of a profile of the individual language student (Language Learning Profile); this record should include information on the student's rank in class, length of study, etc. (This profile will benefit from the work suggested in Point 3.)

   Consistent with the concern for the development of specific proficiency goals for language study, greater care must be devoted to communicating information about students among programs and language departments. As work progresses on the development of Language Learning Profiles on students, specific information should be provided in student recommendations:

   a. number of contact hours per week;
   b. title of course and its nature;
   c. number of students in the class;
   d. student's rank among classmates;
   e. student's ability to express him/herself in the target language;
   f. student's regularity in completing homework assignments;
   g. student's language learning ability;
   h. student's adjustment to the environment of the target culture.

5. There should be periodic student evaluations of the teacher and the program, conducted under the supervision of each program director, and these will be shared with the teacher in the form most appropriate to the cultural context.

6. There should be regular annual evaluations of each program, conducted by the director and the board. These can best be done in connection with site evaulations as recommended by Group 12.

7. Periodic outside evaluations of each program should be undertaken.

GROUP 10: CONSORTIUM FORMATION AND ADMINISTRATION

Members: Wolff; Dew, McCarus, Pray

A. Why form consortia?

1. Advantages from the point of view of the field:

First, is the elimination of competition and rivalry or duplication of programs. This is particularly important for languages with modest total enrollment nationwide, but even for all programs, cooperation among various institutions is essential for attracting financial support.

Second, a consortium is a means for regularizing procedures for the staffing of the program, for selection of the participants, for the formulation of the program, and for making other policy decisions.

Third, a consortium is the means whereby institutions abroad can be made representative of the whole field, so that the differing viewpoints and educational objectives of various institutions can be taken into consideration.

2. Advantages from the point of view of the membership:

First, membership in a consortium is an expression of commitment to language training and area studies. This in turn gives the member institutions credentials as having a bona fide commitment and enhances the standing of the institution's program in this field.

Second, a corollary to the first is the expression of support for the language training abroad program and the granting of recognition to the fact that the program is a vital part of the language and area training program for the field involved.

Third, membership in the consortium gives the participating institution a voice in the formulation of the program, selection procedures and governance. This does not imply, however, that non-consortium institutions are automatically excluded from these matters--provision is made for a voice for non-consortium members in several of the consortia here represented--nor do all consortium members have an equal voice in all of our consortia.

B. Organization of consortia and issues involved therewith:

There are several models of organization based on administration. For the larger consortia, there may be a breakdown into core members and satellite members, usually with revolving membership. In the smaller consortia, all members enjoy equal status. Most consortia have a board of directors which may or may not coincide with the membership. All consortia have the equivalent of an executive secretary, salaried in some cases, and in addition, some have a chairman of the board who works closely with the executive secretary.

Consortia fees vary from nothing to $1,000 per annum per participating institution. The advantage of having a fee, aside from the fact that this provides funds for the services provided by the executive secretary and his staff, is that it serves to formalize the existence of the Consortium and forces a degree of commitment which consortia with no membership charges do not show.

Some of the consortia have a written set of by-laws or a constitution. All have a formalized written set of precedents and procedures, and for those that have no by-laws there is a feeling that formalization would be a good idea.

C. Representation on Consortia:

Representation is in most cases open to any institution with the strength of commitment. There is a problem of including the point of view of isolated scholars who nevertheless produce participants in our programs.

D. The functions of Consortia:

First, the consortia serve to set the programs, policies, procedures for selection of staff and students for the governance of the program.

Second, they serve as a forum for focussing on the issues and problems of teaching the language involved.

Third, the consortia are useful tools for furthering instruction in the language--the enforcing of standards of language competence as a prerequisite for funding area research.

E. Problems:

There are several possible types of problems that are inherent in any governing body, particularly if the delegates to it are not all equally motivated to support or participate in the program, or if there are personality or other non-academic conflicts. There may also be a problem if some members of the consortium are less well qualified to assume direction of the center or of the governing board. Finally, there is also the possible danger of over-bureaucratization which may arise in any such organization.

F. Recommendation:

It is recommended that membership on boards, selection, steering, and other committees be rotated among the consortia membership.

GROUP 11: FUNDING

Members: Duus; Mehendiratta, Van Slyke

All the centers face the problems of long-term inflation in costs or increasingly unfavorable foreign exchange rates for converting dollars into local currency or both. We recognize that all the centers are making every effort to keep the costs of their programs as low as is consistent with quality and efficiency of instruction, and we expect that they will continue to do so. However, in view of the problems mentioned above, it will be necessary for all centers to continue active efforts to seek increased funding. We therefore make the following recommendations:

1. The centers should form a consortium of their governing councils to present the case for increased funding to appropriate United States government agencies, including the newly organized President's Commission on Foreign Language and International Studies. This concerted funding appeal should emphasize a) the fact that these centers are major national educational resources and b) that funding commitments should be made to the centers for periods of at least three years in order to provide a better basis for long-term planning.

2. Centers presently receiving PL480 funds should be endowed from excess currency funds before these funds are either exhausted or otherwise become unavailable.

3. New fellowship funds should be sought to provide at all faculty levels fellowships for advanced language maintenance or for the acquisition of needed second language skills (e.g., Japanese for China specialists).

4. Additional separate funds should be sought for special center projects such as text development, development of video-tape language training techniques and publication of materials developed; all such special grants should include money to cover fixed overhead costs.

5. Efforts should be made to amend federal regulations governing the use of federal monies so that it will be possible to a) transport students to and from the host country on non-US carriers, b) purchase essential equipment instead of renting it, and c) receive fellowship money in block grants rather than as a fixed number of fellowships at a fixed level of support.

6. Efforts should be made to amend IATA regulations so there will be more flexibility in the use of group tickets with respect to changes in scheduling.

GROUP 12: FUTURE RELATIONSHIPS AMONG PROGRAMS

Members: Scebold; Conrad, Hibbett, Kamel

The following recommendations were agreed upon by the session:

1. Joint Evaluation

   The value of the joint planning and of the discussion of mutual problems which took place in Cairo has drawn attention to the benefits of such meetings. Therefore, it is unanimously agreed that two follow-up meetings be planned, one for 1979 and one for 1980. Each meeting should be scheduled in a different world area; where possible, at least one teacher in addition to the project director should attend.

2. Program Visitations

   Program directors should be encouraged to schedule and budget support annually for visits to other USOE-funded programs and other language training programs. The director and at least one teacher should visit another program focusing on the same level of students; the on-site stay should be at least four days. Each visit must be carefully organized and scheduled. Following the visit a formal report should be filed.

   In certain instances, it may be possible to arrange program visitations in such a way as to involve the visiting program personnel in an evaluation of the host site (see recommendation of Study Group 9 regarding program evaluation).

3. Communication Among Programs

   ACTFL, or another appropriate group, should be asked to establish procedures and a mechanism for maintaining regular communication with USOE-funded and related language training programs. The main function of such communications will be to provide information such as that suggested below:

   a. Statistical information on number of students and staff, funding, etc., collected from the various programs and summarized.

   b. Commissioned articles from directors and/or teachers relating to successful techniques of instruction, materials development, and testing techniques that might be duplicated elsewhere (see recommendations of Study Group 11).

   c. Short topical bibliographies on all aspects of intensive language training.

As a beginning, a minimum of two communications per year should be distributed.

4. Meeting in Conjunction with National Conventions

Each association related to the needs and interests of overseas student study programs should annually schedule meetings to provide an opportunity for those involved in these overseas study programs to discuss common problems and concerns.

APPENDICES

I. Addresses of participants

II. The President's Commission on Foreign Language and International Studies (text)

III. Report of MLA Task Force III on less-commonly-taught Languages (text)

IV. Interim Committee for Intensive Overseas Language Programs

V. Comparative Table of the operation of Overseas Intensive Language Programs

VI. Abstract of Evaluation Session recommendations

APPENDIX I

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APPENDIX II

THE WHITE HOUSE

EXECUTIVE ORDER

PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

By virtue of the authority vested in me as President by the Constitution and statutes of the United States of America, and in accordance with the provisions of the Federal Advisory Committee Act (5 U.S.C. App. I), it is hereby ordered as follows:

Section 1. Establishment. (a) There is hereby established the President's Commission on Foreign Language and International Studies, hereinafter referred to as the Commission.

(b) The Commission shall consist of not more than twenty-five members to be appointed by the President, one of whom shall be designated by the President to chair the Commission.

Sec. 2. Functions. (a) The Commission shall conduct such public hearings, inquiries, and studies as may be necessary to make recommendations to the President and the Secretary of Health, Education, and Welfare in accordance with the objectives of the Commission outlined in subsection (b) of this Section.

(b) The objectives of the Commission shall be to:

(1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an increasingly interdependent world;

(2) Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

(3) Recommend what foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

(4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

Sec. 3. Administration. (a) To the extent authorized by law:

(1) All necessary expenses incurred in connection with the work of the Commission shall be paid from funds available to the Department of Health, Education, and Welfare.

(2) The Secretary of Health, Education, and Welfare may provide, or otherwise obtain, appropriate professional, technical, clerical and administrative personnel as may be necessary to enable the Commission to perform its functions.

(3) Executive agencies shall assist or otherwise cooperate with the Commission in the performance of its functions.

(4) Each member of the Commission who is not otherwise employed in the Government may receive compensation at the rate of $100.00 per day for each day such member is engaged in the work of the Commission, and may also receive travel expenses, including per diem in lieu of subsistence (5 U.S.C. 5702 and 5703).

(b) Notwithstanding the provisions of any other Executive order, the functions of the President under the Federal Advisory Committee Act (5 U.S.C. App. I), except that of reporting annually to the Congress, which are applicable to the Commission, shall be performed by the Secretary of Health, Education, and Welfare in accordance with guidelines and procedures prescribed by the Administrator of General Services.

Sec. 4. Termination and Final Report. The Commission shall submit its final report to the President not later than six months after its first meeting and shall terminate thirty days thereafter.

JIMMY CARTER

THE WHITE HOUSE,
April 21, 1978

APPENDIX III

Task Force on the Less Commonly Taught Languages

FINAL DRAFT REPORT

I. INTRODUCTION

The category of the less commonly taught languages (i.e., all languages other than English, French, German, Italian, Latin, and Spanish) accounts for only 1% of the nation's secondary school foreign language enrollments and 10.2% of the post-secondary enrollments. Yet these are the languages spoken by over 80% of the world's population, and several of them have for many years been classified as "strategic" or "critical" from the point of view of the national interest of the United States. In reaffirming the validity of the concept of national interest, the Task Force on the Less Commonly Taught Languages endorses at the same time the definition by the Task Force on the Commonly Taught Languages on the general values of foreign language study: practical and commercial, humanistic and cultural, linguistic and cognitive.

The Task Force on the Less Commonly Taught Languages believes:

- that the training of persons proficient in less commonly taught languages is essential to the economic, political, scientific, and cultural interests of the United States;
- that the study of such languages can also be of value to the educational development of any individual who pursues it;
- that special, centralized efforts are necessary to make the study of such languages accessible and affordable to any interested student, and to achieve wider public recognition of their importance;
- that public support for the study of these languages must be strengthened and expanded.

The Task Force believes further that the study of languages with which ethnic groups in the United States identify, should be widely recognized and encouraged. Both academic and community-centered study programs in these languages provide an important means for preserving the diversity of the nation's cultural heritage, for encouraging meaningful cross-cultural communication, and for raising public consciousness of the value of such study.

In offering its specific recommendations, the Task Force recognizes and affirms the significance of all languages to linguistic research and to the study of the diverse cultures of the world. In order to make recommendations for action involving educational resources and priorities, however, it has been necessary to establish a hierarchy reflecting the relative importance of the world's languages according to several criteria: total number of speakers; global or regional importance of the language as a medium of international communication; commercial, political, scientific, or cultural significance; the political or economic importance, for the United States, of the nation(s) where the language is spoken; and the presence of a sizable population of speakers in the United States. Collectively, these factors constitute what the Task Force believes to be the national interest of the United States in the development of the less commonly taught languages.

In the last two decades, the United States government has expressed its recognition of this national interest most visibly in the legislation and administration of the National Defense Education Act (NDEA), which has provided funds in support of language and area studies centers, teacher training institudes, fellowships, research grants, materials development, undergraduate instructional programs, group projects abroad, outreach programs, and related activities. NDEA continues to serve as the focus of both public and private efforts--through foundations, colleges, universities, and other agencies--to strengthen the study and teaching of these languages. As such, it provides both visibility and an important measure of centralization for teaching and research in these fields.

Although support from foundations and institutions will continue to be required on a massive scale, the Task Force regards the participation of the United States government as essential to the success of all development efforts on behalf of the less commonly taught languages. Such participation has not been, and should not be, limited to funding; equally important are the activities of the administering agency, the U.S. Office of Education, in maintaining contacts within and among the various professional associations concerned with language and area studies, in providing useful statistics and program information, in assisting all concerned parties in their efforts to evaluate existing programs and set future priorities.

Working within the framework of earlier research and existing statements of needs, the Task Force has consulted with a wide range of persons professionally concerned with the less commonly taught languages. This kind of consultation has enabled the Task Force to arrive at reasonable quantitative targets for development of instruction in these languages over a ten-year period. It is recognized however, that these estimates may require modification over a period of time, to the extent that both the needs of the nation and the preference of individuals are subject to change.

II. RECOMMENDATIONS OF THE TASK FORCE

The recommendations listed below incorporate both short-range and long-range goals. In some cases, possible sponsoring agencies have been identified for the recommendations. It is assumed, however, that the tasks identified will require collaboration among numerous organizations, institutions, and other agencies; accordingly, reference to specific agencies is not intended to exclude other interested groups from participating in the implementation of the recommendations.

General

1. The Task Force on the Less Commonly Taught Languages endorses the objectives and recommendations for promotion of language study formulated by the Task Force on the Commonly Taught Languages.

2. The Task Force recommends that mechanisms for ensuring quality of instruction be established for the less commonly taught languages.

The Task Force affirms the principle that useful learning of language skills can only occur under qualified supervision, with appropriate materials, and when long-range continuity of instruction is assured.

3. The Task Force recommends the energetic promotion and development of instruction in the following wide-use languages: Arabic, Chinese, Japanese, and Russian; Hindi and Urdu, Indonesian, and Portuguese; Hausa and Swahili.

The worldwide importance of the first four of these languages mandates a major effort to increase their enrollments to the level of the commonly taught languages; in particular, efforts should be made to promote their instruction in secondary schools as soon as possible.

As primary languages within their respective world areas, Hindi and Urdu, Indonesian, and Portuguese should be promoted chiefly at the postsecondary level.

As primary regional languages of sub-Saharan Africa, Hausa and Swahili should also be promoted at the postsecondary level. However, these languages require immediate support for research, materials, curriculum, and teacher training to enable them to reach an adequate stage of development.

4. The Task Force recommends that the Modern Language Association, the American Council on the Teaching of Foreign Languages, and the appropriate individual language associations work together to identify incentives to encourage secondary schools and colleges to establish and maintain instructional programs in the wide-use languages; and that the associations should collaborate with government agencies and other concerned organizations in providing incentives to encourage students to devote the time and effort necessary for the study of these languages.

Curriculum

5. The Task Force on the Less Commonly Taught Languages urges the Modern Language Association and the American Council on the Teaching of Foreign Languages to give highest priority to the development of an outline of realistic language proficiency goals by stage of achievement, as recommended by the Task Force on the Commonly Taught Languages.

This recommendation takes precedence over all others in the list compiled by the Task Force on the Commonly Taught Languages, and is also the basis for all future efforts to promote and develop the less commonly taught languages.

6. To enable teachers of the less commonly taught languages to meet the proficiency goals, the Modern Language Association and the American Council on the Teaching of Foreign Languages should work closely with individual teachers' associations to develop:

(a) Studies of existing standard curricula and instructional methodology in the less commonly taught languages, including intensive programs and other regularly used approaches.

(b) A set of general guidelines for developing curricula based on the proficiency goals as applied to the less commonly taught languages.

(c) Individual handbooks with curricular models for the use of teachers of the wide-use languages.

7. The Task Force recommends that a capital investment be made in developing under centralized management (1) a set of self-instructional language programs and materials for approximately one hundred languages; and (2) a set of individualized instruction programs for approximately forty languages.

The wide-use languages should be given priority in the development of self-instructional and individualized language programs. The selection of additional languages for these programs should be undertaken by special conferences of experts representing the various world areas. Both kinds of programs should be developed gradually over a period of ten years, with adequate provision for pilots, field testing, and periodic review and evaluation.

The estimated cost of this work will be approximately two million dollars per year.

8. The Task Force recommends that directors of programs of study in the less commonly taught languages attempt to multiply the influence and value to the public of such programs by developing outreach programs that provide educational and cultural services to schools, other colleges and universities, and interested civic and business groups and private citizens.

Outreach programs now operating in the area studies centers funded under the National Defense Education Act (NDEA) should be expanded with the aid of additional NDEA funds, and their model should be adopted by other centers and institutions. In order to share and multiply the benefits of experience gained from current outreach programs, the Task Force recommends that an exchange of information and experience be undertaken through publications and a series of special conferences. Consideration should be given to the establishment of national outreach coordination centers for each world area.

9. Professional associations, institutions, and federal and private funding agencies should cooperate in the development of full-time, year-round intensive instructional programs in the wide-use languages.

The evidence from the few such programs that have operated in the past or are currently operating is that they constitute an efficient and effective way of teaching and learning language skills. However, they require a strong commitment on the part of a sponsoring institution in addition to considerable planning, organizational effort, and capital. When appropriate, such programs may be sponsored by non-academic agencies as well as by colleges and universities.

10. The Task Force recommends that the Modern Language Association and the American Council on the Teaching of Foreign Languages work together with other professional organizations to develop curricula for courses dealing with the civilization and culture of countries where the less commonly taught languages are spoken, and that these organizations seek funding for planning conferences dealing with the teaching of culture.

Support for Instructional Programs

11. The Task Force recommends a significant commitment of federal funds under the authority of the National Defense Education Act, Title VI, as well as from other governmental or private sources, to achieve specific enrollment goals for 1988 for the wide-use languages and significant growth in enrollment for the other world-area priority languages, as outlined in the body of the Task Force report.

In the case of the wide-use languages, matching funds from universities and other private sources may be needed to multiply the effect of federal support.

12. Recognizing the importance of a coordinated network of summer intensive language institutes for assuring the provision and maintenance of expertise in the less commonly taught languages, the Task Force recommends that public and private funds be obtained in support of fellowships for study at such institutes. An estimated $1,904,500 would be required in the first year of a ten-year period for support of 1,465 fellowships for elementary and intermediate students of 155 languages. The support level would rise to $2,138,500 for 1,645 fellowships in the tenth year of the period.

13. The Task Force recommends that support be sought for the costs, estimated at $75,000 per year, of a national clearinghouse which would develop and monitor a ten-year plan to guarantee the availability of instruction in the less commonly taught languages on a regular basis in summer intensive language institutes. The national operation would also require a backup fund of approximately $3,000,000 from government, foundation, and institutional sources.

The backup fund would serve to recompense any summer institute which might incur a loss when enrollment falls below the necessary minimum; this would ensure that announced language courses are offered on schedule regardless of actual enrollment.

14. The Task Force recommends a major effort in support of study abroad programs for intermediate and advanced-level postsecondary students, as well as for experienced and prospective teachers of the less commonly taught languages. Taking into account the varying costs of such study by level, by length of study period, and by world area, the Task Force estimates a total program cost of approximately $20,000,000 per year, reaching a level of approximately $24,466,000 in the final year of the ten-year period, 1988, in support of 11,741 summer and academic year stipends.

Study Abroad

15. The Task Force recommends that the Modern Language Association and the American Council on the Teaching of Foreign Languages, in cooperation with the American Council of Learned Societies and other related organizations, address strong messages to the Civil Aeronautics Board and other concerned agencies requesting authorization of special low-cost airfares on American carriers for students and faculty traveling to programs of study or research abroad.

16. The Task Force recommends that the National Endowment for the Humanities, the U.S. Office of Education, and other concerned agencies collaborate with private foundations to support a series of invitational conferences where specific problems of study abroad relevant to the various world areas would be discussed and where recommendations for the improvement and development of programs would be formulated.

17. The Task Force recommends that highest priority in awarding fellowships for study abroad be given to language teachers and to graduate students of any discipline or profession who are studying a foreign language at an advanced level.

Teacher Training and Faculty Development

18. The Task Force recommends that public and private funds be obtained in support of teacher-training fellowships for advanced study at summer intensive language institutes in the less commonly taught languages. An estimated $1,834,250 would be required for support of 797 teacher training fellowships in the first year of a ten-year period, rising to a level of $2,202,250 for 957 fellowships in the tenth year.

A significant proportion of the candidates for study abroad fellowships (see Recommendation No.14) will be experienced and prospective teachers of the less commonly taught languages. Programs and fellowship competitions will need to be designed with the particular needs of these teachers in mind.

19. The Task Force recommends that existing professional organizations of language teachers, linguists, and area studies specialists take steps to promote long-range professional development among teachers of the less commonly taught languages. In particular, appropriate mechanisms should be found for promoting the standardization of proficiency goals, standards for teacher training and certification, programs for skill maintenance, and the dissemination of research results. Mechanisms are also needed to establish and implement goals for maintaining a manpower pool of teachers and to foster continuing partnership between language teachers and specialists in linguistics, area studies, and related disciplines.

Materials Development and Research

20. The Task Force recommends that the National Endowment for the Humanities, the U.S. Office of Education, and private foundations separately or collectively provide funds for conferences to establish priority lists of materials needed for the teaching of the languages of eight world areas. Supplemented by cost-sharing funds from sponsoring agencies, the conferences would require a one-time investment of approximately $25,000 for each world area, for a total cost of $200,000.

The eight world areas encompassed by this recommendation are: (Sub-Saharan) Africa, East Asia, Eastern Europe, Inner Asia, Latin America, Middle East and North Africa, South Asia, and Southeast Asia.

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21. The Task Force recommends that a study be undertaken of language teaching programs under non-academic auspices, including those of proprietary schools, community and church schools, business, industry, and government, involving both commonly and less commonly taught languages. Such a study would focus on the number, financing, and accessibility of such schools, and on the purposes, methods, techniques, evaluation systems, and achievements of their instructional programs. It would attempt also to identify success models having features that might be adapted to use in schools and colleges.

22. The Task Force recommends the development of programs for research and experimentation in the teaching of languages in full-time intensive programs. The results of such research should be widely disseminated within the profession together with information on the day-to-day experience of such programs, their methods, staffing arrangements, and materials.

23. Professional associations and research centers concerned with African languages and area studies should be encouraged to seek funding for research, materials, curriculum development, and teacher training in the transnational languages of sub-Saharan Africa, including Hausa and Swahili, Amharic, Contemporary Arabic, Mandingo, and Ngala. Immediate support is necessary up to a stage comparable to that of other world areas.

Policy

24. The Task Force recommends the adoption of the MLA/ACLS Language Task Forces Five-Year Plan for the implementation of project proposals.

Specifically, the Task Force affirms the need for a plan which ensures:

(a) the implementation and monitoring of all recommendations of the MLA/ACLS Task Forces;

(b) the reformulation of needs and objectives and the revision of recommendations in light of changing conditions;

(c) the raising of funds in support of the educational and promotional programs developed out of the recommendations;

(d) the development of permanent mechanisms for promotion and lobbying on behalf of languages and area studies;

(e) the creation of a permanent mechanism designed to coordinate, oversee, promote, and obtain support for a long-range national program of instruction, research, and development in language study.

APPENDIX IV

INTERIM COMMITTEE FOR INTENSIVE OVERSEAS LANGUAGE PROGRAMS

Meeting of June 22, 1978

7:00 p.m. - 9:00 p.m.

Present at this meeting were the following program representatives:

Joseph Conrad	Cooperative Russian Language Program at Leningrad State University
James Dew	Inter-University Program for Chinese Language Studies in Taipei
Peter Duus	Inter-University Center for Japanese Language Studies in Tokyo
Ernest McCarus	Center for Arabic Study Abroad (Cairo)
Bruce Pray	Berkeley Urdu Language Program in Pakistan
John Wolff	Indonesian Language Abroad

Observers:

C. Edward Scebold	American Council of Teachers of Foreign Languages
Richard Thompson	United States Office of Education

Harold Schiffman, representative of the American Institute of Indian Studies, was not available at the time of the meeting.

The following actions were taken:

1. Those program representatives present formed themselves into the Interim Committee for Overseas Language Programs to conduct such business as is necessary until the ratification of a permanent body by the home consortia. The immediate tasks of the Interim Committee are to carry out the appropriate general recommendations of the Joint Evaluation Session plus any additional ones agreed upon at this meeting.

2. Ernest McCarus was selected as interim chairman for this meeting.

3. It was agreed that Interim Committee members must secure from the governing bodies of their home consortia official agreement to make the Interim Committee a permanent inter-consortium body. A copy of the Joint Session report should be circulated along with the request for approval.

   It is necessary to secure such agreement immediately to facilitate the Committee's functioning. Since some governing bodies may not have a meeting scheduled until next Spring, an immediate mail ballot should be requested.

   The governing body should be asked also to appoint a permanent representative to the new permanent committee which will be formed on ratification by all groups.

4. The governing boards of the home consortia should be asked to endorse and implement as many recommendations of the Joint Evaluation Session as possible.

5. The Interim Committee should make a formal presentation of the Joint Evaluation Session recommendations to the President's Commission on Foreign Language and International Studies. As large a delegation of Interim Committee members as possible should attend and participate in this presentation.

6. The Interim Committee should communicate to the US Commissioner of Education, Ernest Boyer, Joint Evaluation Session General Recommendation Number Three on the formation of an inter-agency group on long-range funding policy.

7. Members of the constituent consortia of the Interim Committee are urged to make presentations at meetings of their area associations such as AAASS, MESA, etc. and other interested associations such as ACTFL, LSA, etc. to popularize the overseas language programs and raise professional awareness of their existence. This should be done automatically at such meetings by the local representatives.

8. There should be follow-up and planning within the Interim Committee. It was suggested that there be a planning session late Fall 1978 for an overseas joint evaluation session to take place in Fall 1979.

9. Ernest McCarus was elected chairman of the Interim Committee, to serve until a permanent committee is set up.

Respectfully submitted,

Ernest N. McCarus

July 3, 1978

APPENDIX V

COMPARISON OF LANGUAGE INSTITUTES, 1977-1978

	INDIA	TOKYO	INDONESIA	PAKISTAN
	Academic Year Only Institutes		Summer Only	Fall Only
Length of Program (wks)	36	34	10	12
No. Students Applied		80		
No. Students Accepted	15	30	16	12
Yrs. Lang. Study required of Applicants	2	2	3	2
Competitive Exam required?		Yes		
Avg. Class Size	3-4	4	5	1-4
Contact Hrs per Wk per Student	20-25	20	20+	20
FTE Teaching Load (Hrs/Wk)	20	12-14		15
No. FTE Teaching Staff	6 (for 4 lang)	13 1/2[1]		7[2]
Total Cost of Center and Program	$90,000	92,470,560 ($348,946) + $83,010 TOTAL:$431,956	$67,200	local curr. $58,973 + $8,106 TOTAL:$67,079
Cost per Student (Total Program Cost/No. of Students)	$6,000	3,082,352 ($11,631) + $2,769 TOTAL:$14,378	$4,200	local curr. $4,914 + $675 TOTAL:$5,589
Ind. Student Fees		$2,400	$8,000	$355
Est. Avg. Student Travel Expenses		$1,000		$1,260
Est. Avg. Student Maintenance Costs		$4,000-$5,000		$1,400
Does Program cover Student Travel?	Yes	No	No	Yes
Does Program cover Student Maintenance?	Yes	No	No	Yes
USOE Contribution	$90,000	$125,000	$25,000	$58,973
Other Funding Sources	The Program has several fellowships for which there are funds	(1) Japan Foundation (2) Japan-US Friendship Committee (3) College Women's Club (4) Student Fees	$4,000	None
Amount Financial Aid open to Students	None	$107,877	$41,800	None
Program affiliated with Local University?	Yes	No	Yes	No

[1] 12 Full-time and 3 Part-time Teachers

[2] 6 Full-time and 2 Half-time Teachers

COMPARISON OF PROGRAMS CONSISTING OF SUMMER AND ACADEMIC YEAR INSTITUTES 1977-1978

	CAIRO PROGRAM		LENINGRAD PROGRAM		TAIPEI PROGRAM	
	Summer	Full-Year	Summer	Full-Year	Summer	Full-Year
Length of Program (wks)	8	28	8	Fall 16 + Spring 16 = 32	8	35
No.Students Applied	105		233	149		
No.Students Accepted	41 (18 Full-Yr)	18	150-155	Fall 30-35 Spring 35	20-30[1]	45
Years Lang Study required of Applicants	2	2	2	3	1-2	2
Competitive Exam required?	Yes	Yes	Yes	Yes	Yes	Yes
Average Class Size	Required Class 5-6 Elect:3-5	Required Class5-6 Elect:3-5	7-9	5-6	1-2	1-2
Contact hrs. per wk.	20	20	25	25	20	20
FTE Teaching Load Hrs/Wk (and actual contact hrs tea.)	15(12)	15(12)	20	20	25-30	25-30
No.Teaching Staff FTE	16	8	ca.25	ca.10	ca.17[2]	ca.17[2]
Total Cost of Center and Program	LE133,000 ($900,000) + $38,400 = Total Total : $228,400		$771,590		$280,000	
Cost per Student (Total Program Cost / No. of Students)	LE1,800 ($2,500) + $512 = $2,312	LE5,320 ($7,600) + $1,538 = $9,138	$3294	$4,375	$7,000	
Ind.Student Fees	$400	$1,000[3]	$2,500	$3,000	$750	$2,650[4]
Est Avg. Student Travel Expenses	LE400 ($700)		$1,000			
Est Avg. Student Maintenance Costs	LE160 per mo.($235)		$415	$1,000		
Does Program cover Student Travel?	Yes	Yes	Yes[5]	Yes[6]	No	No
Does Program cover Student Maintenance Expenses?	Yes	Yes	Yes	Yes	No	No
USOE Contributions	LE 133,000 (= $190,000) in PL480		$25,000	$40,000	$150,000	
Other Funding Sources	(1) Consortium dues of $1,000 per year paid by 19 U.S. universities (2) Student Fees[7]		(1) Consortium dues and subsidies (2) CIEE Subsidy (3) Student Fees (4) Foundation grants. (5) Corporate Contributions		(1) Student Fees (2) Miscellaneous, ca. $6,000-$8,000 (3) $6,000 from Univ. of Pennsylvania Project	
Amount Financial Aid open to Students	None		ca.$70,000 per yr.		ca.$50,000 per yr.	
Program affiliated with local university?	Yes		Yes		Yes	

[1] 10-15 students on University of Penn.Project.

[2] 7 Full-Time and 20 Part-time Teachers

[3] Full-Year fee included $400 for summer program

[4] $750 per quarter

[5] Students responsible for US domestic travel

[6] Students responsible for US domestic and trans-Atlantic travel.

[7] 1 Summer Student paid his own travel and maintenance expenses, and 1 Full-Year student was financed by a Rotary Fellowship.

APPENDIX VI

ABSTRACT OF RECOMMENDATIONS OF THE JOINT EVALUATION SESSION OF INTENSIVE OVERSEAS LANGUAGE PROGRAMS, CAIRO, ARAB REPUBLIC OF EGYPT, JUNE 19-23, 1978

General Recommendations

The Plenary Meeting of the Joint Evaluation Session recommended that:

1. A consortium of the programs represented at the Joint Evaluation Session be established. This consortium should be an on-going body representing these overseas language programs before the various agencies.

2. As a first step there should be created an Interim Committee composed of one representative from each of the seven participating programs. Members of the Interim Committee should seek immediate ratification of said committee from their respective governing boards, which are responsible for appointing permanent delegates to the new committee.

3. The Interim Committee or its successor should make a presentation on intensive overseas programs in the uncommonly taught languages to the President's Commission on Foreign Language and International Studies.

4. The various U.S. federal funding agencies should meet and plan for on-going support of intensive overseas language centers. This should be done in conjunction with private foundations and companies interested in international studies - for example, the Ford Foundation, the Carnegie Foundation, Exxon, and Chase Manhatten Bank - as well as with representatives of the Interim Committee on Intensive Overseas Language Programs or its successor.

5. More effective planning and operation should be facilitated by the granting of awards by the U.S. Office of Education to group study abroad programs on the basis of a three-year cycle.

Group I : Program Length, Intensity, Timing: Student and Teacher Loads

The group expressed the view that:

1. Summer and one semester/quarter programs are more suitable for undergraduate students and faculty retraining programs. Full academic year programs are more suitable to graduate students at early points in their graduate careers, prior to returning for field research.

2. There is a need for more accurate and precise definition of the degree of program-intensiveness.

The groups recommended that:

1. The number of hours teachers spend in the classroom should be reduced when possible to allow more time for material development and to raise their status by making their workloads similar to other college and university staff.

2. Correlations should be attempted between hours of language study required to reach specified proficiency levels.

Group II : Class Size

The group recommended that a proposal should be submitted to the Office of Education requesting funding for a study of the question of class size and its bearing upon the effectiveness of instruction in an overseas full-time intensive program which trains students in non-European languages.

Group III : Software and Hardware

The group recommended that:

1. Each overseas intensive language program should consider the broadest possible range of teaching materials and audio-visual techniques.
2. Program administrators and teachers should maintain a constant awareness of the importance of a coherent, continuous, and graduated progression in the development of teaching materials and approaches.
3. A regular procedure should be established for the dissemination, with appropriate instructions, of materials (texts and tapes) developed abroad to interested programs in the U.S.
4. Channels should be established for the sharing of new approaches among all foreign programs, as in a periodic newsletter.
5. Ways should be investigated in which such facilities as USIS audio and visual equipment may be used by language programs.
6. Information should be published on funding sources for the development and publication of new materials and for the purchase of audio-visual and language-laboratory equipment for programs abroad.

Group IV : Staff Development

The group recommended that:

1. Potential teachers should be trained within the framework of specialized teacher-training programs.
2. Teachers already serving in language programs should be enabled to visit other centers both regionally and inter-regionally and in the United States where their language is being taught to non-speakers; to attend specialized meetings, conferences, and workshops concerned with the teaching of their languages; and to engage in co-operative research specifically related to problems identified at their respective centers.
3. Program directors should do their utmost to insure funding of the above activities.

Group V : Optimal Use of Host Country Environment

The group recommended that:

1. Teachers and directors be encouraged to organize group trips to historical sites, government offices, local villages, religious edifices, museums, exhibitions, and festivals where students will have opportunities to use the language in situations of social and cultural significance.
2. Teachers and directors should be encouraged to help students to contact persons outside the classroom by a) assigning each student a particular task and b) having him or her report findings to the class.
3. Teachers and directors should be encouraged to help students establish meaningful associations with individuals of the host country who have a similar hobby or professional or other special interest.

Group VI : Diglossia

The group recommended that collaborative work should be carried out on the question of how best to teach diglossic languages. Through joint research projects funded by the Office of Education or other agencies, not only must materials based on spoken language be developed (drawn from radio, plays, films, and television) but there must also be research into the socio-linguistics of language use.

Group VII : Special Programs

The group recommended that:

1. The various overseas language schools should consider providing quality refresher or advanced language training for faculty scholars in addition to providing training for undergraduate and graduate students.
2. Implementation of a second-year program to raise the language competence of a few excellent students should be given consideration.

Group VIII : Relationship of Overseas Language Institutions with Domestic Language and Area Programs

The group recommended that:

1. Domestic programs should be made more fully aware of the role and goals of overseas language schools.

2. Information concerning overseas programs should be made regularly and systematically available to domestic institutions

3. Materials development should be as widely shared as possible among the various language programs.

4. Personnel exchange should be facilitated and encouraged wherever feasible between the overseas institutions and domestic programs.

Group IX : Evaluation

The group recommended that:

1. More use should be made of such student language aptitudes tests as the Modern Language Aptitudes Test or the PIMSLEUR aptitudes text as a selection device.

2. There should be a follow-up of admission evaluations: end-of-program results should be compared with such evaluations, relationships should be established between the two, and compiled statistics should be shared with program faculty.

3. Program directors should take steps to introduce a proficiency scale based on levels of competence similar to the Foreign Service Institute scale. This work should be supplemented and supported by other work underway to develop proficiency goals for the foreign language teaching profession by stages of language development.

4. Information on student proficiency should become part of a profile of the individual language student. This record should include such information as the student's rank in class and length of study.

5. There should be periodic student evaluations of the teacher and the program, conducted under the supervision of each program director, and these should be shared with the teacher in the form most appropriate to the cultural context.

6. There should be regular, annual evaluations of each program, conducted by the director and the board.

7. There should be periodic outside evaluations of each program.

Group X : Consortium Formation and Administration

The group recommended that membership on boards and on selection, steering, and other committees should be rotated among consortia membership.

Group XI : Funding

1. The group recommended that overseas language learning centers should form a consortium of their governing councils to present the case for increased funding to appropriate U.S. government agencies, including the newly organized President's Commission on Foreign Language and International Studies. This concerted funding appeal should emphasize a) the fact that these centers are major national educational resources, and b) that funding commitments should be made to the centers for periods of at least three years in order to provide a better basis for long-term planning.

2. Centers currently receiving PL480 funds should be endowed from excess currency funds before these become either exhausted or otherwise unavailable.

3. New fellowship funds should be sought to provide at all faculty levels fellowships for advanced language maintenance or for the acquisition of needed second language skills.

4. Additional separate funds should be sought for special center projects such as text development, development of video-tape language-training techniques, and publication of materials developed. All such special grants should include money to cover fixed overhead costs.

5. Efforts should be made to amend federal regulations governing the use of federal monies so that it will be possible a) to transport students to and from the host country on non-US carriers, b) to purchase essential equipment instead of renting it, and c) to receive fellowship money in block grants rather than as a fixed number of fellowships at a fixed level of support.

6. Efforts should be made to amend IATA regulations so that there will be more flexibility in the use of group tickets with respect to changes in scheduling.

Group XII : Future Relationships among Programs

The group recommended that:

1. Two following sessions to the Cairo conference should be planned, one for 1979 and one for 1980. Each meeting should be scheduled in a different area of the world. When possible, at least one teacher from each center in addition to the Project director should attend.

2. Program directors should schedule budget support for visits to other USOE-funded programs and other language-training centers. The director and at least one teacher from one program should visit another program focusing on similar levels of students. The on-site stay should be at least four days, and should be followed by the filing of a formal report.

3. ACTFL or another appropriate group should be asked to establish regular procedures and a mechanism for maintaining regular communication between USOE-funded and related language-training programs. As a beginning, a minimum of two communications per year should be distributed.

4. Each association related to the needs and interests of overseas student study programs should annually schedule meetings to provide opportunity for those involved in these programs to discuss common problems and concerns.